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ABSTRACT

The main stated purpose of this project is to send 100 Family Assistants who are familiar with the community into the homes of senior high school students who show serious problems in school attendance, adjustment, and/or achievement. The project is designed to provide a link between home and school for 15,000 such potential dropouts by having the Family Assistants serve as models for the students, in a ratio of 150 to 1, under the supervision of the school administration. Visitations are made by these paraprofessionals to the homes to teach the parents what to expect from the school, and what to do to help their children adjust and achieve. The Family Assistants are recruited from the target neighborhoods and serve 18 schools throughout the city. They work five hours a day, and when home visits are not possible in the daytime, evening or weekend visits are arranged and made. Briefly summarized, the major findings are that the program has contributed over the period of this evaluation to: (1) a reduction in absenteeism; (2) a reduction in class cutting; (3) a reduction in class tardiness; (4) a reduction in school dropouts; (5) no discernable improvements in academic achievement; (6) positive school-parent relations; and, (7) positive student attitudes. (Authors/JM)

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TEACHING & LEARNING

RESEARCH CORP

SCHOOL-HOME CONTACT

1970-71

New York State
Urban Education

Board of Education of the
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FINAL REPORT

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FINAL REPORT
OF THE EVALUATION OF
THE

1970-71

SCHOOL-HOME CONTACT PROGRAM

An Evaluation of a New York City school district educational project funded by the "New York State Urban Education Program" enacted at the 1969 legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty" (Chapter 685, Section 9, subdivision 11, laws of 1969, performed under contract with the Board of Education of the City of New York for the 1970-71 school year.)

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SCHOOL-HOME CONTACT PROGRAM

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SCHOOL-HOME CONTACT PROGRAM

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EXECUTIVE SUMMARY

SCHOOL-HOME CONTACT PROGRAM

The main stated purpose of this project is to send 100 Family Assistants who are familiar with the community into the homes of senior high school students who show serious problems in school attendance, adjustment and/or achievement. The project is designed to provide a link between home and school for 15,000 such potential dropouts by having the Family Assistants serve as models for the students, in a ratio of 150 to 1, under the supervision of the school administration. Visitations are made by these paraprofessionals to the homes to teach the parents what to expect from the school and what to do to help their children adjust and achieve. The Family Assistants are recruited from the target neighborhoods and serve 18 schools throughout the city. They work five hours a day, and when home visits are not possible in the daytime, evening or weekend visits are arranged and made.

PROGRAM OBJECTIVES

The overriding purpose of the program is to send paraprofessionals, indigenous to the community, into the homes of students who manifest problems in school adjustment or achievement to help them improve educationally or socially as the case may be. By establishing rapport between the school and the parents, it is the hope that better communication will lead to the following results for the students:

1. Reduction of absenteeism and tardiness, respectively, by 20%
2. Reduction of academic failure.
3. Improvement of attitudes toward school.
4. The reduction of dropouts.
5. The creation of rapport with parents.
6. To provide parents with needed information about their children.
7. To provide needed information on students to school staff.

OBJECTIVES AND METHODS OF EVALUATION

In summary the evaluation objectives were: (1) to assess the extent to which students who are on the Family Assistant caseload significantly reduce their class cutting, tardiness, and classroom behavioral problems; (2) to assess the extent to which students who have been on the Family Assistant caseload have not dropped out of school; (3) to assess the extent to which students who have been on the Family Assistant caseload have improved in

school achievement and developed positive attitudes towards school; (4) to assess the extent to which parents view the Family Assistants as providing them with needed information to help their children; and (5) to assess the extent to which Family Assistants provide the school staff with needed information.

Procedures of analyses involved school records data for 1,080 students on absenteeism, lateness for class, and academic achievement in language skills; questionnaire and interview schedules were used to assess 180 parents, 44 students and 125 school staff concerning their attutudes toward the program. Analyses techniques involved simple descriptive statistics and standard significant tests for differences in proportions.

FINDINGS AND INTERPRETATIONS

Briefly summarized, the major findings are that the School-Home Contact Program has contributed over the period of this evaluation to:

1. A reduction in absenteeism
2. A reduction in class cutting
3. A reduction in class tardiness
4. A reduction in school dropouts
5. No discernable improvements in academic achievement
6. Positive school-parent relations
7. Positive student attitudes

In addition, the School-Home Contact Program is highly valued by most school staff as a source of needed information on students and as a force for changing students' behavior and attitudes.

RECOMMENDATIONS

1. Positive relations with a larger proportion of parents can be established by following strategies employed by a few of the 18 high schools with rather outstanding results. The strategies which appeared to be successful in establishing very positive relations with parents were as follows:

   a. The maximum number of family visits each Family Assistant was expected to make to about 3 or 4 each day.

   b. The Family Assistants were not used to take over office duties. If added clerical help is needed it should not be obtained at the expense of the School-Home Contact Program.

c. The Family Assistants were given identification cards. In a few schools where identification cards were unavailable the Family Assistants indicated some difficulty in entering homes because they were mistaken as bill collectors, welfare workers, etc.

d. The Family Assistants entered the home with school records of the student's academic achievement and school conduct. In addition they often brought to the home exhibitions of school projects, lists of community agencies who deal with medical problems, drug rehabilitation services, welfare services, etc., and lists of school offices and personnel to whom the parent can turn for additional information and school contact. Many of these Family Assistants left their home telephone numbers and invited the parents to call them whenever they wished. In other words, the most successful Family Assistants tended to sell the school as well as to focus on the student's problems thereby creating a positive image that the school in general was concerned.

e. The Family Assistants were clear about their duties and school procedures.

2. It is also recommended that logistical problems in developing the program be minimized by orientation programs early in the school year or late in the summer to familiarize the Family Assistants with school procedures, philosophies and ethics.

3. Contacts made late in the year after months of absenteeism are less valuable than early visits. It is recommended that in the late spring or summer months lists be compiled of potential clients based on previous records and that they be followed up early in the following fall.

4. It is also recommended that all referrals in a school be made to one coordinator who will maintain a central file. Persons making referrals and the Family Assistant involved should be given written and personal feedback of the outcome.

5. Lists of potential candidates for Family Assistant positions should be carefully screened and maintained so that competent people are available. Perhaps the district offices and local agencies could work together on this.

6. There should be supervision of the Family Assistants to assure conformity to the School-Home Contact Program objectives and school procedures. particularly with new Family Assistants. Supervision of the Family Assistants should be assigned to a professional person who is given sufficient time for the task. If the supervisors are impeded through a lack of time in making appropriate referrals, the entire program is impeded. The supervisor of a Family Assistant can, but need not be, a coordinator. There could be several supervisors in a school. Supervisors should prepare the Family Assistants to work with given target populations so that there is no

lull in family visits being made occurs due to a lack of referrals. For example, all students exhibiting a certain number of absences could serve as one target population.

7. Every effort should be exerted to have the School-Home Contact Program funded and developed earlier than was the case in the 1970-71 school year. Many programs were just getting started by January.

8. The Family Assistants should be reimbursed for the telephone calls they make to parents in the evening. Some contact as many as 15 to 20 a night.

9. It is also recommended that the carfare allowance be increased.

10. Meetings between coordinators, supervisors, and Family Assistants of several schools should be held early in the fall to share their experiences. The School-Home Contact Program should be considered, at this stage, an experimental program and a sharing of ideas and procedures may be quite helpful.

11. Each local school district should be encouraged to help publicize the School-Home Contact Program. In addition, each school should consider ways it can publicize the School-Home Contact Program. An increased awareness of the School-Home Contact Program should make it easier for Family Assistants to contact parents and vice versa. The parents may also begin to initiate contact when help will most eagerly be received.

Chapter 1

SCHOOL-HOME CONTACT PROGRAM

The main stated purpose of this project is to send 100 Family Assistants who are familiar with the community into the homes of senior high school students who show serious problems in school attendance, adjustment and/or achievement. The project is designed to provide a link between home and school for 15,000 such potential dropouts by having the Family Assistants serve as models for the students, in a ratio of 150 to 1, under the supervision of the school administration. Visitations are made by these paraprofessionals to the homes to teach the parents what to expect from the school and what to do to help their children adjust and achieve. The Family Assistants are recruited from the target neighborhoods and serve 18 schools throughout the city. They work five hours a day, and when home visits are not possible in the daytime, evening or weekend visits are arranged and made.

The School-Home Contact Program being evaluated in this study included those Family Assistants in the following high schools:

a. Central Commercial High School
b. Haaren High School
c. Julia Richmond High School
d. Samuel Gompers Vocational and Technical High School
e. James Monroe High School
f. Walton High School
g. East New York Vocational and Technical High School
h. Boys High School
i. Canarsie High School
j. Prospect Heights High School
k. Thomas Jefferson High School
l. Franklin Lane High School
m. William H. Maxwell Vocational High School
n. Forest Hills High School
O. Francis Lewis High School
p. Martin Van Buren High School
q. John Bowne High School
r. George Wingate High School

PROGRAM OBJECTIVES

The overriding purpose of the program is to send paraprofessionals, indigenous to the community, into the homes of students who manifest problems in school adjustment or achievement to help them improve educationally or socially as the case may be. By establishing rapport between the school and the parents, it is the hope that better communication will lead to the following results for the students:

1. Reduction of absenteeism and tardiness, respectively, by 20%.
2. Reduction of academic failure.
3. Improvement of attutudes toward school.
4. The reduction of dropouts.
5. The creation of rapport with parents.
6. To provide parents with needed information about their children.
7. To provide needed information on students to school staff.

Chapter 2

EVALUATION OBJECTIVES AND PROCEDURES

Evaluation Objectives

1. To assess the extent to which students who are on the Family Assistant caseload reduce significantly: class cutting, tardiness, and classroom behavioral problems.

2. To assess the extent to which students who have been on the Family Assistant caseload have not dropped out of school.

3. To assess the extent to which students who have been on the Family Assistant caseload have improved in school achievement and developed positive attutudes towards school.

4. To assess the extent to which parents view the Family Assistants as providing them with needed information to help their children.

5. To assess the extent to which Family Assistants provide the school staff with needed information.

Evaluation Procedures

From the total population of 15,000 clients, a stratified probability sample of 532 high school students (30 students per school, 18 high schools) were drawn. In addition, a norm group from the same schools of 548 students who are described as non-clients of this program, were drawn and data is reported relevant to changes in tardiness, class cutting, dropout and achievement from the second marking period, Fall Term,1970 to the end of the second marking period, Spring Term, 1971. The choice of the Fall Term period to begin the evaluation of change was based on the fact that most schools did not begin the Program until October and many were not in complete operation until December,1970.

The primary criteria measures of changes in tardiness, absenteeism and dropout during the period of this evaluation were obtained from school records. This criteria data was obtained on samples of students (N=548) who were not clients and who served to provide a normative base for comparison. The basic data came from early Fall 1970 and late Spring 1971 school records. Proportions of students in each sample group who increased, stayed the same, or decreased in absenteeism, class cutting and tardiness were compared. These comparisons were tested at an .05 significance level using "t" tests for differences in proportions, uncorrelated data.

Similar comparisons were also made as stated above using school achievement data. The criteria for school achievement changes drawn from records were achievement levels in English classes and proportion of total number of subjects failed. Comparisons between the client and norm group samples were also subjected to a "t" test with significance established at the .05 level.

The behavioral assessment of student attitudes toward school were assessed by the above procedures. However, additional qualitative data were collected through interviews with the parents indicated above and through interviews with students at the high schools.

Parents' assessment of the extent to which they believe that the Family Assistants provide information which they need and that the School-Home Contact Program helps their children was determined by structured interviews (see Appendix A). The parent sample is a stratified sample of 10 parents each from the 18 high schools for a total sample of 180. In addition, through parent interviews it was possible to assess the extent of contact Family Assistants had with parents.

The assessment of the extent to which valued background data was provided to school staff was determined by interviews with school staff during the Fall and Spring terms of the 1970-71 school year.

Chapter 3

FINDINGS

Primary evaluation data was obtained on probability samples of approximately 60 students from each of 18 high schools with a School-Home Contact Program with a resulting total sample of 1,080 students. In each high school 30 of the 60 students were sampled from the school at large to provide a norm group. The other 30 students were sampled from lists of students who were referred to the School-Home Contact Program. Data was collected for both samples in each school at the end of the second marking period of the Spring Term 1971. It was then possible to assess the extent to which the norm groups and samples of students referred to the School-Home Contact Program changed in absenteeism, tardiness, class cutting, dropout rates, performance in English classes and proportion of school classes failed.

This analysis of behavioral data was then followed by interview findings on probability samples of 10 parents each drawn from the 18 high schools for a total parent sample of 180. The emphasis in the parent interviews was to assess: (1) the extent of contact with the home made by the Family Assistants; (2) the parents' assessments of how adequately they were being informed by the Family Assistants; and (3) the extent to which the parents felt that their children had been helped by the program to be more interested in school and get along better in school with their teachers and other students.

Interview data from on-site visits were then collected by the evaluation staff of Teaching & Learning Research Corp. Interviews were conducted with school staff relevant to the usefulness of the program for obtaining feedback information on students and to gain their views of the problems they face in conducting the School-Home Contact Program. Students who had been referred to a Family Assistant were also interviewed for an assessment of their attitudes toward school and their experiences in the Program.

SCHOOL RECORDS DATA

The school records data analyses are presented as follows:

Absenteeism

The data presented in Table 1 indicates that overall the School-Home Contact Program is associated with a reduction in absenteeism. This is concluded on the basis that those referred to the Family Assistants are often characterized by high absenteeism in contrast to the norm. The fact that those referred to Family Assistants did not increase in absenteeism at a higher rate than did the norm group of students who are not known for excessive absenteeism is one index of the success of the School-Home Contact Program. When this finding is coupled with the finding that

37 per cent of those referred to the School-Home Contact Program also tended to decrease their absenteeism at a significantly greater rate than the 30 per cent of the norm group, one can more definitely conclude that a reduction in absenteeism is associated with the Program.

Table 1

PERCENTAGE CHANGES IN ABSENTEEISM FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Percentage Who Changed in Absenteeism		
	Referred to Family Assistant (N = 538) %	Norm Group (N = 542) %	
Increased	42%	43%	NS
Decreased	37	30	*
No Change	6	17	
Records Imcomplete	15	10	
	100%	100%	

* Sig. difference in proportions, .05 level

NS No Sig. difference in proportions, .05 level

The data presented in Table 2 suggests, however, that the effects of the School-Home Contact Program were not uniform throughout the 18 high schools. Certain schools, notably William H. Maxwell High School, Canarsie High School, Francis Lewis High School and James Monroe High School made a considerable contribution to the overall significant decrease in absenteeism. Other schools, for example John Bowne High School, failed to contribute to the overall successful rate of absenteeism reduction.

Table 2

CHANGES IN ABSENTEEISM FROM FALL 1970 TO SPRING 1971: BY SCHOOL

	Number Who Changed in Absenteeism			
	Increased	Decreased	No Change	Records Incomplete
Maxwell H.S.				
FA Program	13	13	3	1
Norm Group	10	1	19	-
J. Bowne H.S.				
FA Program	13	7	0	9
Norm Group	14	15	0	-

	Increased	Decreased	No Change	Records Incomplete
J. Richman H.S.				
FA Program	7	8	1	19
Norm Group	9	11	1	14
Franklin Lane H.S.				
FA Program	9	15	1	5
Norm Group	10	12	4	4
Central Commercial H.S.				
FA Program	17	6	1	7
Norm Group	18	3	8	1
Samuel Gompers H.S.				
FA Program	14	10	1	2
Norm Group	11	10	5	0
Walton H.S.				
FA Program	12	13	0	3
Norm Program	9	10	11	0
Canarsie H.S.				
FA Program	8	17	3	1
Norm Group	14	12	2	2
Francis Lewis H.S.				
FA Program	15	10	0	7
Norm Group	17	3	5	7
Boys H.S.				
FA Program	16	7	1	6
Norm Group	15	11	2	4
East N.Y. Vocational H.S.				
FA Program	10	12	5	3
Norm Group	17	9	3	1
Thomas Jefferson H.S.				
FA Program	11	15	2	2
Norm Group	9	13	4	4
Haaren H.S.				
FA Program	16	7	0	6
Norm Group	13	13	0	4
George Wingate H.S.				
FA Program	13	10	2	0
Norm Group	12	8	4	1

	Increased	Decreased	No Change	Records Incomplete
Prospect Heights H.S.				
FA Program	11	8	1	9
Norm Group	11	10	4	5
Forest Hills H.S.				
FA Program	15	10	1	0
Norm Group	15	7	3	1
Martin Van Buren H.S.				
FA Program	10	8	4	6
Norm Group	9	10	6	3
James Monroe H.S.				
FA Program	14	11	1	1
Norm Group	20	4	4	0

Tardiness

The School-Home Contact Program can also be judged to be meeting its objective of reducing the number of days late for class of students referred to Family Assistants. As the data in Table 3 indicates, a significantly larger percentage of students referred to Family Assistants decreased in the number of days they were late to class as compared to the norm group. Both groups had about the same proportion who increased in the extent to which they were late for classes. Given the fact that persons referred to the Family Assistants are often characterized by tardiness, this finding takes on significance as one index of the success of the School-Home Contact Program.

Table 3

PERCENTAGE CHANGES IN NUMBER OF DAYS LATE TO CLASS

FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Percentage Who Changed in Tardiness		
	Referred to Family Assistant (N = 525) %	Norm Group (N = 530) %	
Increased	29%	31%	NS
Decreased	37	24	*
No Change	17	35	
Records Incomplete	17	10	
Total	100	100	

* Sig. difference in proportions, .05 level
NS No significant difference

However, it should be noted that some schools contributed to the overall decrease in tardiness more than others. William H. Maxwell High School, Canarsie High School and Francis Lewis High School are examples of schools where the School-Home Contact Program is positively associated with decreasing tardiness (See Table 4). Prospect Heights High School is an example of where decreases in being late have not corresponded to the norm group.

Table 4

CHANGES IN NUMBER OF DAYS LATE FROM FALL 1970 TO SPRING 1971: BY SCHOOL

	Number Who Changed in Tardiness			
	Increased	Decreased	No Change	Records Incomplete
Maxwell H.S.				
FA Program	7	17	5	1
Norm Group	3	5	22	0
J. Bowne H.S.				
FA Program	10	10	0	9
Norm Group	8	16	6	0
J. Richman H.S.				
FA Program	1	5	10	19
Norm Group	7	4	10	14
Franklin Lane H.S.				
FA Program	9	10	6	5
Norm Group	6	12	8	4
Central Commercial H.S.				
FA Program	11	12	1	7
Norm Group	11	7	11	1
Samuel Gompers H.S.				
FA Program	10	11	3	3
Norm Group	14	8	4	0
Walton H.S.				
FA Program	9	12	4	3
Norm Group	11	9	10	0
Canarsie H.S.				
FA Program	4	12	12	1
Norm Group	3	1	24	2

	Increased	Decreased	No Change	Records Incomplete
Francis Lewis H.S.				
FA Program	8	10	7	7
Norm Group	9	2	13	8
Boys H.S.				
FA Program	10	9	5	6
Norm Group	7	5	17	3
East N.Y. Vocational H.S.				
FA Program	6	20	1	3
Norm Group	11	11	6	2
Thomas Jefferson H.S.				
FA Program	7	6	15	2
Norm Group	9	2	15	4
Haaren H.S.				
FA Program	9	9	5	6
Norm Group	9	12	5	4
George Wingate H.S.				
FA Program	8	17	0	0
Norm Group	9	9	6	0
Prospect Heights H.S.				
FA Program	10	9	10	9
Norm Group	6	15	4	5
Forest Hills H.S.				
FA Program	17	6	3	0
Norm Group	15	3	6	1
Martin Van Buren H.S.				
FA Program	7	15	0	6
Norm Group	13	5	7	3
James Monroe H.S.				
FA Program	11	10	5	1
Norm Group	11	7	10	0

Class Cutting

As was the case for absenteeism and tardiness, the data in Table 5 indicates that overall the School-Home Contact Program is associated with reduction in class-cutting. Nineteen percent of the students who were referred to Family Assistants decreased their rate of class-cutting whereas the norm was only nine percent.

Table 5

PERCENTAGE CHANGES IN CLASS-CUTTING FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Percentage Who Changed in Class-Cutting		
	Referred to Family Assistant (N = 524) %	Norm Group (N = 534) %	
Increased	16%	13%	
Decreased	19	9	*
No Change	27	41	
Records Incomplete	37	37	

* Sig. difference in proportions, .05 level

Again there was variation, although minimal, among the schools in the extent to which class cutting was reduced for students assigned to Family Assistants. Canarsie High School and Forest Hills High Schools are examples of where class cutting was reduced relative to norms for these schools (See Table 6). No school for which appropriate and comparable records were available at the time of data collection shows too badly in reducing class-cutting relative to reducing absenteeism and tardiness. For four schools comparable data was not available to make an assessment on class-cutting changes (i.e. Julia Richmond High School, Boys High School, Prospect Heights High School and Martin Van Buren High School). (See Table 6).

Table 6

CHANGES IN CLASS CUTTING FROM FALL 1970 TO SPRING 1971: BY SCHOOL

	Number Who Changed in Class-Cutting			
	Increased	Decreased	No Change	Records Incomplete
Maxwell H.S.				
FA Program	13	0	13	4
Norm Group	3	0	25	2
J. Bowne H.S.				
FA Program	0	6	15	8
Norm Group	7	7	16	0

	Increased	Decreased	No Change	Record Incomplete
J. Richman H.S. *				
FA Program				35
Norm Group				35
Franklin Lane H.S.				
FA Program	6	8	11	5
Norm Group	2	2	22	4
Central Commercial H.S.				
FA Program	4	7	13	7
Norm Group	5	0	24	1
Samuel Gompers H.S.				
FA Program	5	4	12	5
Norm Group	5	7	5	10
Walton H.S.				
FA Program	6	8	11	3
Norm Group	2	6	23	0
Canarsie H.S.				
FA Program	2	18	8	1
Norm Group	4	6	18	2
Francis Lewis H.S.				
FA Program	13	9	5	5
Norm Group	6	2	22	2
Boys H.S. *				
FA Program				30
Norm Group				32
East N.Y. Vocational H.S.				
FA Program	7	6	14	3
Norm Group	11	1	17	1
Thomas Jefferson H.S.				
FA Program	4	2	6	18
Norm Group	2	0	3	25
Haaren H.S.				
FA Program	7	4	11	7
Norm Group	8	6	12	4
George Wingate H.S.				
FA Program	7	12	6	0
Norm Group	6	5	13	1

	Increased	Decreased	No Change	Record Incomplete
Prospect Heights H.S. *				
FA Program				29
Norm Group				30
Forest Hills H.S.				
FA Program	2	13	10	1
Norm Group	3	1	18	4
Martin Van Buren H.S. *				
FA Program				28
Norm Group				28
James Monroe H.S.				
FA Program	8	5	7	7
Norm Group	2	3	4	19

* Records are not complete or are such as to be incomparable for the two marking periods examined.

Dropout Reduction

The assessment of the extent of the impact of the School-Home Contact Program on student dropout is very difficult given the fact that many students tend to be carried for long periods of time as truants before being discharged. Another difficulty is imposed by those who transfer to other communities and requests for records have not been received. Therefore it was decided to assess the effects of the Program on dropout rate by looking at two types of data; data on absenteeism reported above as well as school records indicating discharge and reasons for discharge.

As reported above, the School-Home Contact Program can be concluded to reduce absenteeism. In addition, on the basis of a screening of school records it was found that approximately 13 percent of the sample of students referred to Family Assistants during the Fall of 1970 were discharged for reasons other than severe illness, death, or transfer. This 13 percent "official" dropout rate during the school year is as expected greater than the norm group which is only about 5 percent. However, the fact that 87 percent of the high risk students with initially excessive records of truancy, absenteeism, class cutting, tardiness and poor academic achievement are still in school and were not discharged is an index of success in as much as the overall model rate for the schools studied tended to be about 80 percent based on average attendance rate.

Changes in English Achievement

In contrast to the rather dramatic results of the School-Home Contact Program in reducing absenteeism, class-cutting, and tardiness, the Program appears to be somewhat less successful in improving performance in English

achievement levels as contrasted to 40 percent of those in the norm sample who increased in English achievement; the samples were not significantly different (.05 level). Similarly there were no significant differences (.05 level) between sample groups in the proportions of students who decreased in English performance or stayed at the same level of achievement. We may conclude that overall in the 18 high schools in the School-Home Contact Program, students referred to Family Assistants tended to change their achievement status in English classes in about the same proportions as did the rest of the student body.

Table 7

PERCENTAGE CHANGES IN PERFORMANCE IN ENGLISH CLASS FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Percentage Who Changed in English Achievement				
	Referred to Family Assistant (N=535)		Norm Group (N=478)		
	N	%	N	%	
Increased	71	34%	158	40%	NS
Decreased	81	39	142	36	NS
No Change	57	27	94	24	NS
Records Incomplete or Data Incomparable	326		134		
		100%		100%	

NS = No significant difference, .05 level

The data in Table 8 shows that there were insufficient numbers on whom data was comparable in each high school to assess the individual effects of school programs on English achievement. Should the patterns which are reported in Table 8 hold up, only Forest Hills High School shows an increase in English achievement greater than warranted by school norms.

In general, we conclude that any positive effects on English achievement of the School-Home Contact Program are not discernable at the time of this examination with the sample of 1,080 students used in this study.

Table 8

CHANGES IN PERFORMANCE IN ENGLISH CLASS

FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Number Whose Performance in English Class Changed			
	Increased	Decreased	No Change	Record Incomplete or Not Comparable
Maxwell H.S.				
FA Program	6	11	6	7
Norm Group	15	5	9	1
J. Bowne H.S.				
FA Program	4	5	10	10
Norm Group	12	13	0	2
J. Richman H.S.				
FA Program	1	1	0	33
Norm Group	1	2	1	31
Franklin Lane H.S.				
FA Program	0	6	0	34
Norm Group	7	6	4	13
Central Commercial H.S.				
FA Program	8	4	12	7
Norm Group	10	14	5	1
Samuel Gompers H.S.				
FA Program	7	9	6	5
Norm Group	8	10	2	6
Walton H.S.				
FA Program	5	2	3	18
Norm Group	9	9	11	1
Canarsie H.S.				
FA Program	2	3	7	17
Norm Group	12	7	7	4
Francis Lewis H.S.				
FA Program	*	*	*	32
Norm Group	8	11	7	6
Boys H.S.				
FA Program	2	1	3	24
Norm Group	8	8	4	12

	Increased	Decreased	No Change	Record Incomplete or Not Comparable
East N.Y. Vocational H.S.				
FA Program	8	8	3	11
Norm Group	11	11	5	3
Thomas Jefferson H.S.				
FA Program	6	3	3	18
Norm Group	10	4	5	11
Haaren H.S.				
FA Program	1	2	0	26
Norm Group	10	4	2	14
George Wingate H.S.				
FA Program	2	4	1	18
Norm Group	7	4	5	8
Prospect Heights H.S.				
FA Program	1	5	2	21
Norm Group	9	8	9	4
Forest Hills H.S.				
FA Program	10	5	0	11
Norm Group	6	9	8	3
Martin Van Buren H.S.				
FA Program	7	9	0	12
Norm Group	6	11	7	4
James Monroe H.S.				
FA Program	1	3	1	22
Norm Group	9	6	3	10

* Comparable data unavailable.

Changes in Proportion of Classes Failed

When the proportion of classes a student fails is considered as an index of general academic achievement, students referred to Family Assistants do not tend to show very positive results. The data reported in Table 9 indicates that a larger proportion of those referred to Family Assistants increased their failure rate than did the norm population.

When one considers that only 33 percent of the students referred showed a decrease in their failure rate while 66 percent did no better, or did worse, it may be concluded that the program has had little positive effects on academic achievement. On the other hand, if the Program helps a third

of all those referred, perhaps that can be considered a success. At this time no one can state what the rate of failure would have been without a program, but given the fact that those referred tend to be high risk students with very poor attendance patterns, achievement levels and handicapped by other problems, the one third improvement of the total population in a short school year* may be indicative of more positive results after the program has been in effect for another year.

* The Program did not become completely active until late in 1970.

Table 9

PERCENTAGE CHANGES IN PROPORTION OF CLASSES FAILED

FROM FALL 1970 TO SPRING 1971: TOTAL SAMPLE

	Percentages of Changes in Proportion of Classes Failed			
	Referred to Family Assistant (N=532)		Norm Group (N=536)	
	N	%	N	%
Increased	147	38%	141	31%
Decreased	133	33	137	29
No Change	117	29	183	40
Record Incomplete or Data Incomparable	125		75	
		100%		100%

The data in Table 10 indicates that no clear impact on academic improvement is characteristic of any school beyond that expected on the basis of school norms.

Table 10

CHANGES IN PROPORTIONS OF CLASSES FAILED FROM FALL 1970

TO SPRING 1971: TOTAL SAMPLE

	Number Who Changed in Classes Failed			
	Increased	Decreased	No Change	Record Incomplete
Maxwell H.S.				
FA Program	7	11	6	6
Norm Group	4	9	16	1

	Increased	Decreased	No Change	Record Incomplete
J. Bowne H.S.				
FA Program	1	7	12	9
Norm Group	3	11	16	0
J. Richman H.S.				
FA Program	2	0	3	30
Norm Group	1	3	1	30
Franklin Lane H.S.				
FA Program	10	7	8	5
Norm Group	13	3	8	6
Central Commercial H.S.				
FA Program	11	10	3	7
Norm Group	8	4	17	1
Samuel Gompers H.S.				
FA Program	7	7	9	4
Norm Group	12	5	7	2
Walton H.S.				
FA Program	2	7	16	3
Norm Group	4	12	13	1
Canarsie H.S.				
FA Program	9	7	9	4
Norm Group	6	9	13	2
Francis Lewis H.S.				
FA Program	4	8	13	7
Norm Group	8	11	9	4
Boys H.S.				
FA Program	7	9	4	10
Norm Group	7	13	8	4
East N.Y. Vocational H.S.				
FA Program	14	9	4	0
Norm Group	11	7	11	1
Thomas Jefferson H.S.				
FA Program	11	14	3	2
Norm Group	8	9	9	4
Haaren H.S.				
FA Program	12	1	7	9
Norm Group	8	11	7	4

	Increased	Decreased	No Change	Record Incomplete
George Wingate H.S.				
FA Program	8	10	7	0
Norm Group	12	5	8	0
Prospect Heights H.S.				
FA Program	13	3	4	9
Norm Group	9	8	11	2
Forest Hills H.S.				
FA Program	8	12	4	2
Norm Group	5	8	12	1
Martin Van Buren H.S.				
FA Program	11	4	4	9
Norm Group	12	5	8	3
James Monroe H.S.				
FA Program	10	7	1	9
Norm Group	10	4	9	5

PARENT INTERVIEWS

As in the case of other aspects of the School-Home Contact Program, the 18 high schools varied considerably in their impact on parent views.

Extent of Contact with Parents

Out of a probability sampling of 10 parents interviewed per school for a total of 180 parents interviewed by the evaluation staff, there was a total of 186 visits by Family Assistants, an approximate average for all 18 high schools of one visit to each parent referred to the School-Home Contact Program (See Table 11). It should be noted, however, that some schools contributed very little to this overall average while in other schools the amount of home contact was considerable. For example the data reported in Table 12 indicates that everyone of the sample of 10 parents at William H. Maxwell High School were visited by a Family Assistant for a total of 25 times. Examples of the other extreme were the samples of parents from Central Commercial High School, Prospect Heights High School and Forest Hills High School in which cases only one or two parents were seen by a Family Assistant. While a sample of ten from each school is too few to be able to adequately assess the contact rate for each individual high school, it is a reasonable hypothesis that in a few high schools (e.g. William H. Maxwell, Martin Van Buren and George Wingate High Schools) considerable contact is being made early in the school year with students referred to the Program. In certain other schools it appears as if the contact is minimal.

Table 11

PARENTAL ASSESSMENT: TOTAL SAMPLE*

	Yes N	%	No N	Not Applicable N
Gets along better with				
teachers:	36	70%**	24	100
students	40	70 **	17	123
More interested in school:	63	68 **	30	87
Keeps me well informed about child's progress	41	24 37 **	59	70
Understands my child	66	37 65 **	35	79
Lets me know when my child has problems	48	27 50**	47	75

Total Times contact with parents (186)

* Probability samples of 10 per school, 18 high schools: total = 180.

** Percentage based only those who answered yes to the question had they seen a Family Assistant. For some these questions were not applicable, e.g. no contact made with parents, child seen for other problems, etc.

Table 12

PARENTAL EVALUATIONS OF FAMILY ASSISTANTS: BY INDIVIDUAL SCHOOL

	The FA Keeps me well informed about child's progress			The FA Understands my child			The FA Lets me know when my child has a problem			No. times spoke to Fam.Asst.
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes-No-N/A
Maxwell H.S.	9	1	0	9	1	0	9	1	0	25
Commercial H.S.	0	0	10	0	0	10	0	0	10	1
Haaren H.S.	2	8	0	8	2	0	2	8	0	12
J. Richman H.S.	1	4	5	2	3	5	2	3	5	7
S. Gompers H.S.	4	0	6	4	0	6	4	0	6	4
J. Monroe H.S.	2	3	5	5	0	5	4	1	5	17
Walton H.S.	0	4	6	0	3	7	1	3	6	10
East NY Voc. H.S.	3	5	2	4	3	3	4	1	2	13
Boys H.S.	5	2	3	5	2	3	5	2	3	7
Canarsie H.S.	2	4	4	3	3	4	2	4	4	7
Prospect Hts. H.S.	0	1	9	0	0	10	0	1	9	2
T. Jefferson H.S.	3	2	5	6	0	4	2	3	5	7
Franklin Lane HS	0	7	3	7	0	3	2	5	3	9
Forest Hills H.S.	0	10	0	0	10	0	0	10	0	2
Francis Lewis H.S.	2	3	5	3	2	5	2	3	5	7
John Bowne H.S.	2	2	6	2	1	7	2	2	6	9
M.Van Buren H.S.	1	6	3	3	4	3	3	5	2	19
G. Wingate H.S.	5	1	4	5	1	4	4	2	4	20

Evaluations of Family Assistants

The relatively poor evaluations of the extent to which parents believe that they are informed, which is data shown in Table 11, may reflect the limited contact which Family Assistants have had with parents in certain of the 18 high schools evaluated. Only 24% of the 180 parents interviewed indicated that the Family Assistants keeps them well informed about their child's progress, and only 27% indicated that the Family Assistant "lets me know when my child has problems".

However, it is impossible to ascertain whether the program is a success or a failure based on the fact that only 24% to 27% of the parents interviewed felt that they were being informed about their child by the Family Assistant. Does this represent an important increase from some lesser percentage which would have occurred without the Program? If so, to that extent the School-Home Contact Program may be considered a success. However, at this point, base line information on the extent of school-home contact in the past is unavailable to use as a criterion. In addition, many parents with children having school problems may be informed about their children by other school staff such as counselors, administrators, Family Assistants and teachers. Also, many parents may have been contacted by Family Assistants after the interviews were conducted by the Teaching and Learning Research Corp. research staff. It was found that of those visited by Family Assistants 37% to 50% indicated that they were being adequately informed about their children which is significantly larger than the 24% to 27% figures for the total sample (See Table 11).

It should also be noted that similar to the variation among schools in the amount of contact made by Family Assistants with parents, the School-Home Contact Program varies considerably from school to school in the extent to which parents feel that they are being adequately informed about their children. Table 12 indicates that in some schools nearly all of the parents interviewed believe that they are being adequately informed about their child's progress and problems at school (e.g. William H. Maxwell High School). In certain other schools most of the parents interviewed indicated that they are not being adequately informed (e.g. Forest Hills High School). The limited sizes of samples and the fact that no data from previous school years are available on school-home contact, however, makes a definite assessment of a given school impossible at this time. The major value of this year's data are that a base line criterion is provided to assess further improvements and to provide an overall assessment of Program effects with parents.

Parent's Evaluations of Program Effects

A brighter picture emerges on assessing parental indications of the extent to which they think the School-Home Contact Program has helped their children to get along better with their teachers and other students, and whether the Program has helped their children to become more interested in school. Approximately 70% of the parents who responded felt that their child was getting along better with their teachers and other students, and were more interested in school as a result of the Family Assistants (See Table 11).

The data in Table 13 also shows there was less variation among schools in their effects on parental endorsement of the program than was the case for their thinking that they were being adequately informed by the Family Assistants. There is some variation, however, a few schools seem to be exemplary in this regard (e.g. William H. Maxwell, S. Gompers, Boys High, Canarsie and Francis Lewis). For other schools it is difficult to ascertain relevant parent images at this time because many parents in the samples were not contacted by Family Assistants. However, for other schools it seems reasonable to conjecture on the basis of the data reported in Table 13, that many of the parents see no beneficial effects which are attributable to the School-Home Contact Program.

Table 13

PARENTAL EVALUATIONS OF PROGRAM EFFECTS ON CHILD: BY INDIVIDUAL SCHOOL

	Since contact with FA gets along better with teachers			Since contact with FA gets along better with students			Since contact with FA more interested in school subjects		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
Maxwell H.S.	5	1	4	4	0	6	6	1	3
Commercial H.S.	0	1	9	0	1	9	0	1	9
Haaren H.S.	3	2	5	0	0	10	5	5	0
J. Richman H.S.	1	0	9	1	1	8	1	1	8
S. Gompers H.S.	4	0	6	4	0	6	4	0	6
J. Monroe H.S.	2	1	7	1	1	8	2	2	6
Walton H.S.	5	4	1	3	6	1	3	6	1
East NY Voc. HS	2	5	3	6	1	3	5	2	3
Boys H.S.	7	0	3	7	0	3	7	0	3
Canarsie H.S.	6	0	4	6	0	4	4	2	4
Prospect Hts HS	1	0	9	0	0	10	0	0	10
T. Jefferson HS	2	2	6	0	0	10	3	2	5
Franklin Lane HS	3	1	6	1	0	9	6	1	3
Forest Hills HS	1	1	8	1	1	8	1	1	8
Francis Lewis HS	6	0	4	3	0	7	5	1	4
John Bowne H.S.	2	2	6	0	2	8	3	1	6
M.Van Buren HS	3	1	6	1	1	8	4	2	4
G. Wingate H.S.	1	3	6	1	3	6	4	2	4

Parent's Comments

In response to an open-ended question for recommendations, a few parents made positive or negative statements about the School-Home Contact Program. They are presented by school to provide some insight into some of the more salient images of parents.

Walton High School

No. Times Made	Comment or similar comment made:
1	"I'm glad there is such a program, I want contact only when necessary."
1	"I want my child out of that school, transferred to another school."
1	"I would rather have my daughter home than at school where she gets drugs."
1	"My girl is 17 and it's her choice."
6	"The Family Assistant did a fine job, helped my child."
1	"The Family Assistant should speak to both parents."
1	"They should call first."
1	"Family Assistants should follow-up."
1	"Contact parents as often as possible."

Franklin Lane High School

(No parental responses)

Francis Lewis High School

1	"I won't let anyone in unless they call first."
3	"The program works", "Good program".
1	"Child is doing better."
1	"Family Assistants should follow-up." "They should contact parents more."
1	"Keep up personal contact."

Central Commercial High School

(No parental responses)

J. Bowne High School

1	"Family Assistant has not helped."
2	"Need more home visits."
1	"Need help to get (daughter) into reform school."
1	"I don't know how my child is doing in school."

W. H. Maxwell High School

1	"Should speak with parents more often."
6	"The Family Assistant has done a fine job."

G. Wingate High School

1	"I was not notified of problems until the year was nearly over."
1	"I'm very satisfied."
1	"The Family Assistant should see the children more often."
1	"When I asked for help I was put off."

Forest Hills High School

(No parental responses)

Martin Van Buren High School

1	"Family Assistant made appointment but never showed up."
1	"Should speak to children more often."
2	"They should inform parents immediately and not wait so long."
1	"I had to go to school myself to find out the problem."

Prospect Heights High School

(No parental responses)

Julia Richman High School

1	"Need more visits by the Family Assistant."

Haaren High School

1	"The Family Assistant made promises to have course of study changed but she never followed through and I haven't heard from them."
1	"The Family Assistant should follow-up and keep me informed."
1	"An attempt should be made by the Family Assistant to change the situation at school."

Monroe High School

2	"Very satisfied."
1	"Keep parents better informed."

Thomas Jefferson High School

1	"Should discuss the child in the presence of child."
1	"I'm always glad to see the Family Assistant."
1	"I called the school and can't seem to reach the Family Assistant."
3	"The Family Assistant was very helpful."

East N.Y. Vocational High School

3	"The program has helped."
3	"Need more communication from Family Assistant."

Samuel Gompers High School

2	"Very satisfied with program."

Boys High School

2	"I'm very satisfied."

Canarsie High School

3	"Satisfied."

STUDENT ATTITUDES

As discussed in the precious section on parent interviews, the parents tended to think that the Program was beneficial to their children in that it helped them to have better relations with their teachers and other students or become more interested in school. In addition, the school records data shows that the Program is associated with reduced dropout, class cutting, tardiness and absenteeism. This data is substantial inferential evidence of a positive attitudinal impact on students of the School-Home Contact Program.

Interviews with 44 students served by the Program,for which summary statements are presented in Appendix B,also substantiate the idea that, in the main, the students view the program quite favorably and have been positively influenced to better conduct at school.

STAFF EVALUATIONS

The final evaluation objective contracted for with the Board of Education concerns the extent to which Family Assistants provided the school staff with needed information on referred students. The following comments by principals, teachers and other staff illustrate the general desire on the part of all school systems to maintain and expand the School-Home Contact Program for these purposes.

Illustrative Comments

"Family Assistants do a very good job of following up students who are absent, checking records and phoning parents." (Ass't Principal)

"The Family Assistant provides me with valuable assistance in finding out about the referrals." (Guidance Counselor)

"We can now learn about and reach parents that couldn't be reached before." (Head of high school guidance program)

"Extremely valuable program, I'm not able to contact students and parents." (Dean of Students)

"Would be lost without the program now." (A high school guidance head)

"The Family Assistant helped me learn about_____ (Teacher)

"If parents are Spanish speaking the Family Assistants are very helpful." (Teacher)

Only rarely did a school professional staff member indicate that Family Assistants were not needed. The school staff often made recommendations for improvement in the School-Home Contact Program but almost never advised its discontinuance. Given the fact that over 125 school staff members in the 18 high schools of the School-Home Contact Program were interviewed, it seems reasonable to conclude that to the school staff the Family Assistants are valued members of the school community.

From November to January of 1970-71 school year the Teaching & Learning Research Corp. evaluation staff interviewed Administrators, Family Assistants, and staff from each of the following high schools concerning their views about the strengths and weaknesses of the program and about any recommendations they cared to make. It is important to note, however, that every program is in a state of rather extensive flux, and therefore, no characterization or set of recommendations should be considered descriptive of current conditions. At the time of this Report it is known that many of the weaknesses have been overcome in many of the programs. For example, Martin Van Buren High School had carried out the recommendations listed in the Interim Report by February 1971.

Boys High School

Major Strengths: Parents have been reached who could not be contacted before as a result of the Family Assistant program. Letters which the school had sent to parents were not taken seriously or were intercepted by students. As a result of contact, many parents have come to school to discuss the problem(s) of their child(ren). Since Family Assistants are a part of the community, parents are able to identify and relate to them. The Family Assistants seem to be enthusiastic and so far believe the parents to be cooperative and positive in their attitudes.

Major Weaknesses: Because of the enormous caseloads, Family Assistants can only contact parents once and have no time for necessary follow-up. One teacher, who was designated as one of the referral persons, and not aware of the program. This is a foreseeable problem of feedback as to the disposition of the referrals. On the basis of other teachers interviewed, the lack of awareness of services appears to be an exception. So far students are not involved in the program. If the coordinator sees this as a problem, he will have Family Assistants contact students also.

Recommendations: The School-Home Contact Program needs to be expanded so that Family Assistants can make as many visits to parents as seem necessary, and the disposition of student problems can be followed-up. Also, the teachers should be continuously appraised of the services of the program, and the disposition of the referrals they make. According to one Family Assistant, the idea of the Family Assistant, parent and person who made referral getting together should be explored. If the people involved do not meet together, the student can "somewhat easily" convince the parent that the situation is a mix-up.

John Bowne High School

Major Strengths: Parents have been reached who could not be contacted before because they worked days or ignored the letters sent to them. They seem to appreciate the concern which is shown by the school. The Family Assistants are very cooperative and are familiar with the neighborhoods. They are acceptable to the parents and perceptive in regard to the home situations. They are interested in the students in contrast to the attendance office which seems to be primarily punitive.

Major Weaknesses: The late and inadequate funding is a major problem. The low rate of pay makes it difficult to attract appropriate persons, especially males. There is a dire need for special services for students brought into the school from poverty areas, but no funds to supply them. One Family Assistant does not feel equipped to work with parents because some parents are concerned but totally frustrated in their attempts to direct their children. The program should be supplemented to include a young competent person to whom the students can relate. The Family Assistants do not feel equipped for this role.

Recommendations: The principal would like to expand the program with more Family Assistants and also to involve the teachers. One Family Assistant suggested seminars for the students with a leader to whom they can relate to show the parents' side and the benefits and pleasures of education.

James Monroe High School

Major Strengths: Family Assistants are from the immediate community and from the same ethnic background as the students. They relate well to them, and have their confidence; they are seen as very enthusiastic persons who care. It is interesting that there has been no turnover in Family Assistant personnel at the school since last year.

Major Weaknesses: A number of problems have been uncovered in the course of implementing this program. There is a specific need for bilingual and male Family Assistants and a general need for additional schooling and a training program for them. On top of this they are overworked (so there is no time for follow-up) and underpaid. They must make home visits in dangerous neighborhoods and have difficulty in securing appropriate transportation. Not infrequently the Family Assistants give advice to parents about service agencies which is really outside the limits of their jobs. However, it is faster for the parents than trying to go through a social worker. In the school situation there is a confusion over the role of the Family Assistant and they may be expected to act as office assistants more often than field workers.

Recommendations: The limits of the position should be made clear to the Family Assistants and they should get reinforcement for handling their jobs well. Their major focus should be upon ninth graders so as to anticipate problems and institute preventive measures. The Family Assistants themselves suggest training courses which offer credit so that they can work toward some goal.

William Maxwell Vocational High School

Major Strengths: The staff feels that effective contact with the parents is being instituted. Pupils also appear to accept the concept.

Major Weaknesses: The school draws from an unusually large geographic area. This poses problems for the Family Assistants in terms of coverage. Furthermore, the physical danger in the area requires that the Family Assistants work in teams. This cuts down on the number of persons available to handle the appointments. Since the parents are typically available only in the evenings or on weekends, there is a further reduction in productive hours for the Family Assistants. The lack of sufficient training for the Family Assistants puts a burden on the guidance office to whom they turn for advice.

Recommendations: Both a training program and a professional director are suggested by the staff. They also feel that all the paperwork on the Family Assistant should be handled before the start of the school year. The need was expressed for an expansion in the number of professionals hired as well as paraprofessionals.

Samuel Gompers Vocational and Technical High School

Major Strengths: Parental contact is very important and the Family Assistant has better rapport with the community than the school staff. Less time is lost between a referral and the actual contact with the parents than in the past. The school shows that it cares and it makes this believable by using Family Assistants of the same ethnic background as the families. Attendance has improved noticeably and a possible narcotics problem has been averted through the cooperation of a particular teacher and the Family Assistants.

Major Weaknesses: The Board of Education is seen as a problem in this school. The staff object to directives on trivial points not related to educational services which stifle innovative behavior, make for unnecessary paper work, and make schedules inflexible. The holding up of funds is seen as a real problem since it makes it difficult to hire the best Family Assistants, forces those working to spend their own money and then wait for reimbursement, and prevents the hiring of enough personnel to adequately service the students with problems. One Family Assistant feels that there is too much supervision and interference, and another feels that too much of the job is office work. The absence of a bilingual Family Assistant is still another serious problem.

Recommendations: A training program is needed. The Board of Education district office could serve as a clearing house for a pool of prospective Family Assistant and save the individual school a great deal of time spent trying to find candidates. It was also suggested that the Family Assistants be used to motivate parents to direct their children toward an entry try at City College where special provisions are made for "disadvantaged" students.

East New York Vocational and Technical High School

Major Strengths: The relationship with parents is considered the most important point. The program director gives the Family Assistants all the available information on the student before any visit is made so that he is oriented to the problem. The parents respond positively to this personal knowledge of their child. The Family Assistants feel the most important point is that the student sees that someone cares.

Major Weaknesses: There are no guidelines but the program is circumscribed. The head of the guidance area feels a resentment on the part of the Family Assistants and questions their sincerity. Guidance is also concerned that the lack of training could create problems for the school rather than reduce them. The low pay and temporary status of the funding affect the attitude of the Family Assistants as well as keeping their number low. There is a rigid assumption that Blacks relate best to Blacks. Finally, the Dean of Students sees no special need for Family Assistants. He says that the school can usually reach the parents.

Recommendations: Family Assistants should be chosen by personality criteria rather than educational requirements. They should receive publicity so that the school and community know that the services are available. It might be an idea to use college students as Family Assistants because of their enthusiasm and sense of commitment, or use seniors from the school who "know the score." Another suggestion would be the use of a Senior-Freshman buddy system to help guide the younger students.

Central Commercial High School

Major Strengths: The contact with parents is all important. They feel that the school is interested and they are given information which they might not otherwise have. The Family Assistants are seen as trustworthy. Although the children know that there is a check on them, the Family Assistants have been able to develop good relations with them.

Major Weaknesses: Family Assistants also work as school aides, and their time is inefficiently allotted. There is little communication between guidance and Family Assistants and guidance makes no referrals to School-Home Contact program staff. Communication between School-Home Contact and other administrative personnel is also poor. The Program does not appear to be following guidelines (two Family Assistants refuse to make home visits) and several expressed negative feelings.

Recommendations: The staff would like to have trained, full-time Family Assistants, and be able to share their experiences with other schools. Both staff and Family Assistants would like to see better pay for the Program.

Martin Van Buren High School

Major Strengths: Parents feel supported in their concerns about their children because the school is making an active effort to assist them. It shows that there is a focus on individual problems.

Major Weaknesses: There are no guidelines, and no money is available for training the Family Assistants. Even with money, the training process would usurp a great deal of the time needed by staff to carry out their other jobs. As it is, the mechanics of the program consume a lot of time. A concurrent problem in this school is that the staff works mainly with children who leave home early without breakfast and who are not scheduled for lunch at school.

Recommendations: A training program is essential. There should be feedback to the source of the referral.

Julia Richman High School

Major Strengths: All ninth graders are involved in the program. Family Assistants are very experienced and the majority are enthusiastic and competent. They are from the school neighborhood and at least one is bilingual. Family Assistants have developed good rapport with parents who know now that school is concerned. The home contact encourages the parent to speak freely, and Family Assistants can sometimes identify problems that may be affecting the child. Also, sometimes Family Assistants can speak with the child and then interpret his needs in a way the parents can understand. The Program is well organized and efficient.

Major Weaknesses: Family Assistants who work for attendance are required to make home visits alone and are afraid. Family Assistants say that the pay is too low. Money is needed for carefare and expenses. Also needed are more space and telephone facilities.

Recommendations: A quantitative report describing for example number of visits and type of problems would be helpful. Family Assistants should be compensated for evening and weekend work. Title I funds should be used to pay a coordinator.

Franklin Lane High School

Major Strengths: The Program reaches the parents and convinces them of the need to work with the school. Often it points out problems of which they are unaware. It also shows the students that their problems are a matter of concern for others. For the staff, the Family Assistants' reports give a clearer picture of the problems than is available from the school files.

Major Weaknesses: There are no guidelines, no central coordinator, and no in-service training. The staff has not yet found the best organizational pattern for the Program and their dispersed geographical area. They also feel that there is too much paper work and that the administrative costs are too high.

Recommendations: The Family Assistants feel that they do a responsible job and should be treated accordingly. Guidelines and training are required to enable the Family Assistants to do the best job.

Forest Hills High School

Major Strengths: The program is seen as a chance to bring parent and child together and to make a team of the parent and the school. The staff and the Family Assistants are strongly motivated and find that they are reaching parents who were unavailable before. There is a school-run in-service program which explains the school and its goal to the Family Assistants. Since Black students are brought in from a skip zone, the school program is structured to use the Family Assistants to contact them all and to help them avoid problems arising from different backgrounds and expectations.

Major Weaknesses: There is an undercurrent of resentment in the students for their placement so far from their homes and neighborhoods. Supervision of the Family Assistants would make for a smoother running program, as would better communication between the Family Assistants and the counselors.

Recommendations: None explicit.

Haaren High School

Major Strengths: Contact with the parents informs them about the school and alert the school to home problems of the students. Family Assistants can also pass on information to case workers. Letters from Family Assistants brought in a good number of parents for the open school night. Bilingual Family Assistants have already proved very useful.

Major Weaknesses: There are no guidelines from the Board of Education. The late and inadequate funding posed a problem in hiring people and Family Assistants chosen may not be adequate for the job. Some Family Assistants are insecure and irresponsible and require much coaxing. The Assistant Principal has not yet sent Family Assistants into the field. She purports that the school does not have the funds to give Family Assistants for carfare and therefore cannot wait for reimbursement by the Board of Education.

Recommendations: A training program for the Family Assistants would be valuable. They should have identification cards with pictures as well. In terms of the mechanics of the program, funding should be automatic and personnel should be processed before the beginning of the school term. A list of referral agencies should be provided. Also there should be uniform procedures for forms and bookkeeping, and employment should not terminate on June 20, but should continue to June 30.

Interviewer's Comments: People involved in the program are unaware of this carfare problem and one Family Assistant is unaware of the fact that the job involves field activity. There appears to be a general lack of communication and organization.

George Wingate High School (based on second visit; no program active first one)

Major Strengths: The emphasis in this school is on contact with students. The Family Assistants are young people who serve as friends of the students and look out for their best interests. Family Assistants also follow-up their contacts with students. They have made many parent contacts in a short time and are getting a good response. There is a bilingual Family Assistant who relates well with the parents and translates for them. The Family Assistants also act as a liaison between the students and the guidance office. The students treat them as confidants.

Major Weaknesses: The pay is poor and it is slow in coming.

Recommendations: Expand the Family Assistant program, give Family Assistants carfare money and make their hours more flexible. Since Family Assistants must do much of their work in the evening hours, their working hours should not be defined as a school workday. The rate of pay should be on a yearly basis so that the Family Assistants are paid for holidays.

Thomas Jefferson High School

Major Strengths: The Family Assistants, two of whom are bilingual, have established good rapport with the parents. They have made the school's concern credible and parents are now coming in for assistance. The students also are becoming aware of the interest shown by the school. They will talk to the Family Assistants about things they would never discuss with their parents.

Major Weaknesses: Family Assistants have not yet received pay for their work. There is a lack of space and telephone facilities for Family Assistants. Since notification of the program came so late, the program was started at the expense of proper orientation and organization. Guidance is concerned that Family Assistant visits might rupture their rapport with students. Interviews with parents in school are very time consuming. Family Assistants have problems filling out forms and reports. The poverty of the area is such that the absenses of basic necessities in the home make school seem secondary.

Recommendations: If a parent is willing to make the trip to school, a conference should be set up for him which will incorporate all his child's teachers. The teachers should be given more explicit information about the function of the Family Assistants and feedback should be provided from the home visits.

Prospect Heights High School

Major Strengths: The Family Assistants are a tremendous help with the volume of work. Guidance also feels that they do a good job with the parents in motivating them to come in, to recognize that the school is concerned, and to face problems that they might not have known existed.

Major Weaknesses: The students object to home contact and give false addresses. Experienced people were lost due to late start because of the funding slowdown. A bilingual Family Assistant is needed for communication. Guidance and attendance in this school disagree strongly over the basic philosophy of handling the student. Attendance is punitive whereas guidance is aimed at establishing communication. The Family Assistants in attendance refuse to go out on field work because of the dangerous neighborhoods. They contact parents by phone from the school.

Recommendations: A city guide is necessary for field work.

Interviewer's Comment: The Family Assistants are not being used to establish rapport with parents or students.

Canarsie High School

Major Strengths: The program allows real contact with parents and community, and changes their attitude toward school. The Family Assistants can relate on the gut level with the parents and bilinguality makes non-English speaking parents feel that they have a friend. Family Assistants can relay information if the parent cannot come into school. There is a very good rapport between the Family Assistants and the guidance counselors.

Major Weaknesses: The pay is poor and the funding covers work only with children from poverty level homes. The school had no phone or physical space for the Family Assistants and the attendance people resented them because they felt the program was an usurpation of their jobs. The program needs to be expanded so that the timing lapse from incident to conference can be diminished and more personnel hired. Experienced Family Assistants from last year were lost because of late funding this Fall.

Recommendations: Extra funds should be available for reimbursing Family Assistants for evening calls made on their own phones. Also needed is an "amenity" fund to allow for serving parents a cup of coffee when they come in for a conference.

Francis Lewis High School (first visit, no program)

Weaknesses Anticipated: The low pay and the necessity for evening work will make it difficult to find people. There are no guidelines to assist in hiring choice. Late notice of funding precluded orientation before start of school. No special training arrangements were made so that someone must take time from other, regular duties.

Recommendations: The Board of Education should notify schools of programs sufficiently ahead of time to allow for efficient integration. There should be provision for special academic services for children. Perhaps the time period after the school day could be used for Family Assistant orientation.

Francis Lewis High School (second visit)

Major Strengths: Parents are being reached who could not be contacted before. The Family Assistants are getting a good response from them and are picking up clues about the student from the home. The parents also are receiving information about their children's behavior which was not available from any other source.

Major Weaknesses: A full-time coordinator is needed. The present coordinator has many responsibilities and finds it difficult to devote the needed time to the program. The Family Assistants are hard to hire and there is a noticeable turnover. Family Assistants are not informed of the real nature of the job at hiring. A college student Family Assistant wanted to speak with a student, but was told by guidance that this was not part of her position. Also, Family Assistants began to think of themselves as tattletales. One Family Assistant was working part-time.

Recommendations: The Board of Education should provide a pool of persons to hire and thus cut down on time spent by individual school. The program should be expanded and full time Family Assistants should be hired for continuity.

Walton High School

Major Strengths: This school uses teams of one Black and one Puerto Rican Family Assistant. They have a "peer approach" to the parents which shows school concern without introducing a feeling of authority. Parents are calling the school for assistance as a result of these visits. The team also picks up clues about the home situation.

Major Weaknesses: There is no coordinator and the pay for Family Assistants is poor. The program needs training for the Family Assistants to avoid possible problems and an expansion of offerings.

Recommendations: Use Title I funds to pay a coordinator; provide the Family Assistants with a bus pass for transportation. Look for underlying causes; it is insufficient just to get a student back into school.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions by the evaluation staff of Teaching & Learning Research Corp. were made on the basis of interviews with school personnel, observations of records and materials, discussions with clients and their parents and the previously discussed findings. Visits by the evaluation staff were conducted from December through June 1971. All of the 18 high schools were visited at least twice. Several schools were visited as many as four times.

It should be noted that there is considerable variation among the individual schools in the School-Home Contact Program which is quite appropriate. Also the programs are themselves in flux and therefore difficult to characterize. Some of the high schools serve populations drawn from throughout the city. Other high schools serve primarily those in given neighborhoods. The schools also differ in their focus of instruction, numbers who have parents who do not speak English, ethnicity, proportions who are truant or drop out of school and so forth. Furthermore the School-Home Contact Program is a new program and as such there are many things to be learned about how to most effectively implement the Program and each school seems to be experimenting!

BASIS FOR REFERRALS

The basis for assigning students to the School-Home Contact Program fall into three general groupings. Attendance, which one interviewer terms an incredible problem, is clearly the most common reason, followed by truancy and varied academic problems including failure in a subject. Behavioral and social problems, discipline and lateness form the second cluster which administrators view as indicating the need for home contact by a Family Assistant. The final grouping is drawn from single instances and contains referral by deans, referral to counseling, failure to ever attend school, all students in the ninth grade and one case with no specific basis at all. The relative number of times a particular problem tended to be cited is as follows: attendance, 12; truancy, 8; academic problems, 7; behavioral/social problems, 5; discipline, 3; lateness, 3; referral by deans with no reasons given, 1; all ninth grade students, 1; never attended school, 1; no specific reason cited, 1.

Conclusion: Students being referred to the School-Home Contact Program are overwhelmingly those for whom the Program was intended.

Referrals of students to the School-Home Contact Program are conducted through coordinators associated with the guidance staffs in most schools. In a few schools referrals are directly from administrators and teachers. Some schools employ central files and procedures for coordinating the reporting of all services of the Family Assistant. When this is done confusion about the Family Assistant's role, the follow-up results, the current status of clients and what should be done next seems to be minimal.

SUPERVISION

Some schools did not have coordinators who were able to devote sufficient time, from their perspective, to manage the School-Home Contact Program in their school. When this was the case there appeared to be some confusion and dissatisfaction by school administrators and Family Assistants concerning the duties of the Family Assistant.

The extent of supervision and monitoring of Family Assistants varies considerably. In some schools the time spent by Family Assistants is closely monitored through check-in procedures and monitoring of the Family Assistants. In other schools the burden of conduct is simply a matter of the Family Assistant's honor, individual competency, and responsibility.

In a few schools the Family Assistants seemed to be unclear as to their duties and what to do when certain problems arose. This sometimes seemed to be a function of minimal communication between the supervisor and the Family Assistants and a failure to have clearly defined job guidelines.

Recommendations

All schools should have a coordinator through whom all initial referrals should be made. The coordinator would keep the central file and send the referral to the appropriate office, e.g., guidance. This should help to reduce duplication of efforts. This does not mean supervision should be vested in one person. However, there should be a person with the responsibility and sufficient time to supervise each Family Assistant and provide instruction in the proper procedures and philosophies of the Program, supervision of client and family visits and assistance with problems. In other words a Family Assistant in an attendance office would necessarily have the same supervisor as a Family Assistant in the guidance office. In the initial phases of the Program and when new persons are hired as Family Assistants this is particularly crucial. However, too much supervision or an inappropriate mode of monitoring may stifle initiative. Therefore, supervision should be by a professionally trained person with competence in working with parents.

HIRING PATTERNS

There seems to be no common pattern for hiring Family Assistants. In one high school (Walton High School) the Family Assistants were hired through the United Bronx Parents and District 7, where there is a high school equivalency program. In general, Family Assistants reflect socio-economic, racial and ethnic compositions of the school populations served. Some schools, however, do not appear to have an identifiable source of persons to hire. As a result, screening for positions may be very difficult and time consuming.

Recommendation

1. Each school should seek to develop or be provided with a list of persons who have indicated a desire to be workers. Perhaps the district could advertise the positions and take the burden of employment search off the particular schools. For hiring practices it appears as if Walton High School had a very valuable source of Family Assistants. Perhaps in other areas outside of the Bronx other organizations could serve the same purpose. In many schools Family Assistants and coordinators complained about the problems of being processed for employment. They go to one part of the city for fingerprints, another for physicals, and another for X-rays.

2. Each of the applicants should be carefully screened for human relations skills, persuasiveness, and abilities to relate to both clients and parents. It is also very important to have Spanish speaking Family Assistants as well as representatives from all major ethnic and racial communities. Overall in this regard the program seems to be doing very well. However a number of schools have experienced difficulties from having to fire or having the Family Assistants quit. If more time were allowed for screening and hiring many of these problems could be avoided.

LOGISTICAL PROBLEMS

The major logistical problems arose from the late beginning of the School-Home Contact Program. At the time of the first interviews in December, most programs were barely under way. Difficulties in hiring Family Assistant personnel were being experienced and of those already serving at the schools, may were not as yet clear about their duties, Most student lists were not yet available and double or triple sessions compounded the initial organizational problems.

By January the staffs tended to exhibit sound knowledge about the program, for the most part, and real enthusiasm for it. Teachers were much less well informed, although they expressed interest and several suggested a feedback procedure to keep them informed about their particular referrals. Family Assistants were most cooperative and, in the main, enthusiastic and committed.

STUDENT ATTITUDES

As discussed in the previous section on parent interviews, the parents tended to think that the Program was beneficial to their children in that it helped them to have better relations with their teachers and other students, or to become more interested in school. In addition the school records data shows that the Program is associated with reduced dropout, class cutting, tardiness and absenteeism. This data is substantial inferential evidence of a positive attitudinal impact on students of the School-Home Contact Program.

Interviews with 44 students served by the Program for which summary statements are presented in Appendix B also substantiate the idea that, in the main, the students view the Program quite favorably and have been positively influenced to better conduct at school.

FAMILY ASSISTANTS

In a few schools the Family Assistants were not hired as full-time workers. (Central Commercial, Francis Lewis). Where this occurred a number of part-time Family Assistants indicated that inefficiencies resulted as a direct consequence of their being part-time workers. Serious consideration should be given to whether part-time workers are able to be maximally effective.

In a few schools some Family Assistants were not being used to work with the families or students, but were used as office workers. In schools where Family Assistants are used as office workers this is not strictly in accord with the guidelines and objectives of the program to have Family Assistants visit with parents.

Recommendations

1. We therefore recommend that while additional office help may be needed, it should not be obtained at the expense of the School-Home Contact Program. We also recommend that where possible the Family Assistants be hired on a full-time basis.

2. It is also recommended that the coordinator of the Family Assistants in each school maintain a central file card on each student. Copies of the file card which should include reasons for referral, who referred to, and brief statements of all relevant information and dispositions should be sent back to the person originating the referral and to any other school staff, including the Family Assistant, who may request such information.

3. The Family Assistant should be given clerical help so as to minimize the amount of their bookkeeping so they can spend more time making initial and follow-up visits with clients or their families.

4. All Family Assistants should be given identification cards. In some schools where cards were unavailable the Family Assistants indicated difficulty in entering homes as they were mistaken as welfare officers or from other agencies.

5. A detailed guideline of duties and procedures should be provided to each Family Assistant during orientation meetings. Follow-up supervision should be maintained to assure that the Family Assistants do not deviate from the objectives of the program. These guidelines should include a list of referral agencies available in the community which can be made available to students and parents. In materials given to the Family Assistants such information as bus routes, procedures for reimbursement, etc., should also be included.

6. It is recommended that the Family Assistants be reimbursed for phone calls made at home in the evening. Some Family Assistants contact as many as 15 to 20 parents during the evening which is required if the parents are to be contacted. Letters are more costly, take too much time, and are otherwise usually inefficient.

7. While morale with only a few exceptions is high, the rate of turnover among the Family Assistants is, in some schools, quite high. Hiring on a full-time basis plus an increase in the hourly pay may help reduce that turnover.

8. The carfare allowance for the Family Assistants should be increased. Carfare allowances do not appear to be sufficient. Some Family Assistants may be paying carfare out of their own pockets; in other cases, funds may be taken from other programs. Given their relatively low hourly rate this is too great a burden to allow the Family Assistants to accept. Some administrators and Family Assistants indicated that they were restricted in the number of visits they could make because of insufficient carfare allowances.

STAFF EVALUATIONS

Over 125 school staff members in 18 high schools were interviewed and, except for only 6 members of the staff, they overwhelmingly endorsed with enthusiasm the School-Home Contact Program. We conclude that it is a highly valued program. We also agree with many comments that the School-Home Contact Program should be permanently encorporated as a regular part of the total school program.

PARENT-SCHOOL RELATIONSHIP

Conclusions

1. On the basis of interviews with parents of students referred to the School-Home Contact Program it is noted that the overall contact rate with parents is about one time per family. Overall, an average visit of once per family may be viewed as adequate. However, the fact that there was so much variation among schools and, if it had not been for the case of a few schools where several visits per family occurred, the average family contact rate would have been very poor indeed. For several schools most of the parents interviewed stated that they had not been contacted by Family Assistants. Also, given the fact that over half of the total number of parent interviews were conducted late in the school year it is reasonable to conclude that at many schools contact with parents is not in accord with the official description of the School-Home Contact Program. Perhaps since the Program is new, greater contact with parents in the fall can be expected in those schools where minimal contact was made this school year.

2. Of those parents who were contacted by Family Assistants only 37 to 50 percent indicated that they were being adequately informed about their child's progress and problems at school. However, on the basis of the qualitative experiences of the evaluation staff in other research projects where parents were interviewed, it is concluded that the School-Home Contact Program is doing relatively well in meeting the parents' needs for information. It is the experience of the senior evaluation director of this study, obtained in over 20 parent studies, that more like 90 to 95 percent of the parents in most communities feel that they are not adequately informed about their child's behavior at school. Hence, it is concluded that where the

Family Assistants do make direct face-to-face contact with parents they contribute to parent images of being adequately informed about their children.

3. Of those parents contacted approximately 70 percent indicated that the Program helped their child to either establish better relations at school with teachers and other students or become more interested in school. Given the high risk nature of the students served by the School-Home Contact Program, it is concluded that the Program is altering the attitudes of its clients in a very positive manner.

Recommendations

1. It is recommended that further evaluations through follow-up interviews with parents be initiated in next years evaluation to find out the exact extent of home contact being made. If the results are in accord with the sampling results of this study, where it was found that a large proportion of the parents on the client lists indicated that they were not contacted, serious changes in the Program should be made. In the meantime each high school School-Home Contact Program should examine its own procedures to assure that a main procedural objective, contacting the home, is in fact going on. School records indicate high contact. However, parent follow-up by the evaluation staff indicates a major discrepancy in data. Whatever the case, it is recommended that each school consider ways to increase among the proportion of parents of students referred to the School-Home Contact Program a greater feeling of being adequately informed.

Along this line, it is suggested that the coordinators of the Family Assistants and one or two Family Assistants from each high school in the Program meet together two or three times during the following school year to discuss, without praise or sanction, strategies they have tried which seem to work and which seem to fail.

2. As is done in some schools when the Family Assistants visit the homes, it is suggested that they should come prepared in their home visits with a record of the student's activities and achievement levels at school and exhibits of school projects (e.g. school newspapers). They should provide the parents with a list of referral agencies in the communities (e.g. health services) and a list of offices and persons at the school, with their telephone numbers (e.g. student's guidance counselor). In addition the Family Assistants should give the parent their home telephone number and encourage them to call if they need information concerning their children's attendance and conduct at school. Where similar procedures as these have been employed, the parents were extremely enthusiastic about both the Family Assistants and their child's high school.

3. It is also recommended that each local district office help to publicize the School-Home Contact Program. Such aid in increasing public awareness of the Program may not only help in enhancing school-home relations; it may make it easier for the Family Assistants to establish needed contacts.

ATTENDANCE AND ACHIEVEMENT

On the basis of an analysis of the school records data it is concluded that, overall, the School-Home Contact Program has successfully resulted in a reduction of absenteeism, class cutting, tardiness, and school dropout. It is also concluded that the overall success of the Program in this regard is in part the consequence of a few schools making major reductions in absenteeism, class cutting, tardiness and dropout. A few schools appear to have not attained their objectives at very high levels in reducing absenteeism, class cutting, tardiness and dropout.

In contrast to the positive effects of the Program in reducing absenteeism, tardiness, class cutting and dropout, no discernible significant impact on academic performance was observed. Given the very short duration of the Program to date and the Program's success in enhancing school attendance patterns, perhaps a longer term of evaluation with the same subjects is needed to assess impact on academic achievement.

Appendix A

SCHOOL INTERVIEW SCHEDULE

School_____ Position_____

Name_____

What are the strengths of the School-Home Contact Program?

What are the weaknesses?

Interviewer's Name_____

Interviewer's Comments:

Appendix B

SUMMARY COMMENTS OF STUDENTS

The following are summary comments obtained from interviews with students at each of the high schools by the evaluation staff from Teaching & Learning Research Corp. The student comments are not grouped by school because no discernable differences by school were observed. The comments are presented to show the type of student responses which emerged. Another reason for not presenting the data by school is because only a few students were interviewed from each school and therefore they may not be representative of other student views in a given high school.

Student Comments[1]

Student # 1

What are the strengths of the School-Home Contact Program? "She has helped me improve my attendance in gym. I don't know too much about the program. I only talked to the assistant once."

What are the weaknesses? "I'm interested in business and I'm not sure what's being done to help me get into a business program."

Student # 2

What are the strengths of the School-Home Contact Program? "It makes me go to class more. I have a good relationship with _____ and I don't cut class as often as I did."

What are the weaknesses? "I don't like the program at all. When my mother speaks to the assistant she gives me the silent treatment afterwards. She only speaks to me when she has something for me to do. It usually lasts for about a day or so."

Student # 3

What are the strengths of the School-Home Contact Program? "It has helped me to improve my attendance. I don't cut my classes as much now. The assistant understands me. I can let out my problem to her and she helps me solve them."

What are the weaknesses? "None."

Student # 4

What are the strengths of the School-Home Contact Program? "I was contacted by family assistant and told me to go to my classes and to get to class on time, don't get into trouble with teachers. She said she is going to get me into a tutorial class in geometry. I think this was good."

What are the weaknesses? "I don"t feel that I'm included in contact between Assistant and my home. The Assistant wants me to talk with mother first."

Student # 5

The Family Assistant went to student's home and spoke to his father. The student was absent 3 or 4 days. The father didn't say anything (negative) to student because there was a justified reason for the absences. The Family Assistant went to the student's home because the student didn't bring in a note. The student thought the visit was wasteful.

Student # 6

The Family Assistant went to the student's home to speak with his mother. The student said that the mother was happy that the Family Assistant came. The student said that he did not have a problem and that the visit was a routine visit. The Family Assistant explained to the mother what was going on in school. The student thinks it is a good idea to hire Family Assistants.

Student # 7

"The Family Assistant came twice to speak to my mother." Both times were routine visits. He said his mother likes the program very much. The student thinks it is a good program also.

Student # 8

The Family Assistant went to the student's home and spoke to his mother about the student's attendance. The mother came to school and spoke to the guidance counselor. The student says this has helped him a lot. He said he comes to school every every day now.

Student # 9

The Family Assistant went to the student's home last semester and spoke to his mother. The student does not know why the Family Assistant came or what happened. However, her mother came to school and spoke to the guidance counselor. The student said that as a result she was put into a co-op program and her attendance has improved greatly.

Student # 10

The student said that the Family Assistant helped her a lot. She said she used to play hookey and cut a lot and that she kind of knew someone would

catch her but kept on doing it, waiting to see if anything would happen. "The Family Assistant is a beautiful lady." She now has good grades for the first time. The Family Assistant spoke to both her mother and her about the importance of education, etc. The student said when she has a problem she goes down to see the Family Assistant who helps her.

Student # 11

The Family Assistant visited the student's home as a result of his absences and spoke to his aunt and left a note for his mother. His mother came to school as a result. The student didn't feel that the Family Assistant really helped him because he didn't think he had a problem. He was not really absent, he said, but just missed a section.

Student # 12

"A man and woman came to my house for attendance reasons, they made me come to school more often and be less late. Only I was there when the Family Assistant came to my house. My mother was gone and they left before my mother came home. The people who came were nice."

Student # 13

"A man and woman came to my house because of my being absent and latenesses. It wasn't really helpful because my parents know when I am out of school." The student thinks the Program is a good idea though and the only way to inform parents about what their kid is doing."

Student # 14

"The Family Assistants are complaining to my mother about my lateness and absences. I don't see the point of it because it is my responsibility. I've been coming to school more and I want to avoid hassles. It would have been better if someone just spoke to me. They should only have a home visit when it is urgent. They try to threaten but it doesn't work." The student thinks the program may be okay for freshman, but his mother and father have no control over him.

Student # 15

He feels that Family Assistants get kids into trouble with their parents.

Student # 16

Feels that the Family Assistants should speak with the parents.

Student # 17

Family Assistants aren't helpful because his "parents don't understand him. It's a good idea if you can get a Family Assistant who speaks Spanish. Not all Family Assistants speak Spanish." The student feels that the Family Assistants have the right attitude and they may encourage him to go to school.

Student # 18

Strengths: "The strengths are in that they tell the parents the problems of the student in school. My lateness has decreased. Cutting is no longer a problem. I can speak to the assistants about problems with the teacher I have in school."

Weakness: "Too few visits to home of some students. Not enough assistants to go around to see more student homes."

Student # 19

Strengths of Program: "The assistant was talking to me about going to my classes more and stop being late to school and to my classes. She makes a lot of sense, and like now I'm really getting myself together. She is trying to get me into a co-op program."

Weaknesses of Program: "More assistants so that all students can get the same kind of service."

Student # 20

Strength of Program: "She called my house in the first place because I failed a few subjects. I am now working for at least a 75 in English. I passed the last couple of tests in typing and chemistry."

Weaknesses: "I don't like the fact she called my house but she didn't get to speak to my parents because I got the phone and didn't let her speak to them."

Student # 21

Strength of Program: "I have not been cutting as much because the assistant sits down with me and explains to me that I shouldn't be cutting my classes, that was my only problem."

Weaknesses: "None."

Student # 22

Strength of Program: "I think the program is a very good thing and it helps to get the students back in class when they start to cut and stuff like that."

Weaknesses: "None."

Student # 23

Strength of Program: "The assistant was talking to me about going to my class more and stop being late to my classes, and she made a lot of sense."

Weaknesses: "More assistants so that all students can get same kind of service."

Student # 24

"It has helped me cut down on absences since I have spoken to the Family Assistant. They have helped me to pull my mark up from last marking period.

They have a nice system here, they keep me from cutting so much. I have also been getting along with my teachers better since I've been talking to her - Family Assistant."

Negative responses: "None."

Student # 25

"The assistant helps me with my problems. The assistant has tried to obtain a transfer for me. I want to get out of this school and she's helping me. Miss _____ is able to translate into Spanish the problems I'm having in school. I have not been absent since the assistant contacted my home. When I'm in a jam at home I can call Miss _____ up and she helps me."

Negative responses: "None."

Student # 26

"They have helped me a lot. I have problems at home which they help me solve, like trying to get me into a new apartment. I was often absent from school because I did not have a coat and Mrs. _____ (Assistant) helped me get one. Now, I'm not absent as much. It's helped me a whole lot. They are doing a good job.

Student # 27

Strengths of Program: "Very good - school sends notes but they never reach parents." He intercepts letters himself - parents know nothing - kid forges signatures - makes parent aware of what their kid is doing. Even though he doesn't want his parents to be aware of his cutting, in principle he thinks it is important.

Weaknesses of Program: "No weaknesses."

Student # 28

Strength of Program: "I have improved my discipline in class. I have not been cutting class as much."

Weaknesses: "Mother came to school because the assistant came to my house. The assistant told my mother all the stuff I did in school."

Student # 29

Strengths of Program: "No response."

Weakness: "I did not like the fact that she came to my house telling my mother about all the cutting from last term."

Student # 30

Strengths of Program: "Well, I haven't been absent as much as before; that's about all."

Weakness of Program: "Well, first of all, they sent me to a 'shrink.' Then they sent me to a Health Clinic and they said I have a heart condition and that I'm not supposed to be smoking; but ain't nothing wrong with my heart and I'm gonna keep on smoking just as long as I want to. One time they made me sit at another table in the lunch room when they (Family Assistant and Guidance Counselor) called my mother into school so I couldn't hear what they were saying."

Student # 31

"During October, the Family Assistant sent letters, made phone calls and visited my home." The student said she had never met the Family Assistant but that the program was great. She needed corrective shoes which the Family Assistant helped get.

Student # 32

"In May the Family Assistant sent letters first, then visited. I don't like the program and wouldn't let the Family Assistant in my home." The student is still in school due to the Family Assistant but he plans on dropping out.

Student # 33

"In January, the Family Assistant called my parents and then visited." He feels the program is a good one. He was excessively absent and now he said he plans on staying in school.

Student # 34

The student doesn't think the Family Assistant should go to a home unless necessary. She spoke with a Family Assistant because of failure. Since they were able to straighten things out, there was no need to contact parents. "Everyone likes Mr. _____, the Family Assistant. He really understands and is able to come down to a student's level."

Student # 35

(Girl who works in attendance office and has observed Family Assistants.) "Before this program, if a student was out of school 2 or 3 weeks, he or she was discharged. Now they do all they can to get a student back into class. A lot of students whom I know did not care about school are now coming in and really are trying. Students come down once or twice a week to let Family Assistants know what they are doing.

Student # 36

What are the strengths of the School-Home Contact Program? No response.

What are the weaknesses? Didn't know about program.

Student # 37

What are the strengths of the School-Home Contact Program?

What are the weaknesses? Didn't know about it.

Student # 38

"The Family Assistant first sent a letter to my home about my grades and then spoke to my mother on the telephone. My mother spoke to him and now I am trying to get my grades up."

Student # 39

The student likes the program. The Family Assistant got his mother very involved after home visit. Besides going to his home, the Family Assistant called his parents twice. The Family Assistant called his mother when he did poorly on a test. The student saw the Family Assistant when she made a home visit and said that she found her easy to talk with.

Student # 40

The Family Assistant went to the home of the student to see her father. The student feels that the Family Assistant's visit has helped her a lot. She said that she speaks to the Family Assistant very frequently and that things at school have been going much better. The student feels that the Family Assistant should speak with both the parent and the student.

Student # 41

The Family Assistant called the student down to the dean's office and spoke with him and then the Family Assistant went to see his mother. The Family Assistant still calls him down to the office and calls his mother occasionally. At first, the student thought that the Family Assistant would get him into trouble, but she didn't. Instead, she said she got some of his problems straightened out. He said his mother didn't think that the school was that concerned at first and the student is pleased with the Family Assistant program. The student thinks the program is all right.

Student # 42

The Family Assistant spoke to his mother about the fact that the student owed 6 books to the library. The student is going to find out today what book he owes. He says he is also failing all his subjects but his mother already knows about that. The student thinks the Family Assistant is a nice lady and that the Family Assistant has a good understanding with his parents.

Student # 43

The Family Assistant went to his home to bring his report card and speak to his parents about his absenteeism. The student thinks it is a worthwhile program. "Problems that I can't tell teachers I can tell the Family Assistant who then is able to straighten it out."

Student # 44

"Family Assistant is nice and someone I can talk with. I go to school to speak with her sometimes."

Appendix C

PARENT INTERVIEW SCHEDULE

Name_____ I. D. No._____

Instructions to Interviewer:

You will notice that most of the items in this schedule are dichotomized into two responses. These responses are coded "1" or "0". Please place the code response number for each item on the line at the right of the item. When no direction is given with an item the responses are "yes" or "no", in which case "yes" = 1 and "no" = 0. If a number is expressly called for indicate the actual response.

	Code	Col.
1. How many times has the Family Assistant been to your home, or spoken to you at home or in school?	____	____
2. Do you think your child (children) seem to be getting along better with teachers since you have been working with the Family Assistant?	____	____
3. Do they (does he/she) seem to be getting along better with other students since you have been working with the Family Assistant?	____	____
4. Do you think your child (children) are more interested in their school subjects since you have been working with the Family Assistant?	____	____
5. Does the Family Assistant keep you well informed about how your child (children) are doing in school?	____	____
6. Do you think the Family Assistant understands what kind of help you child (children) needs?	____	____
7. Does the Family Assistant let you know when your child has a problem at school?	____	____
8. Open-ended Do you have any suggestions that would make the program better?		

Appendix D

ILLUSTRATIVE PROGRAMS

EAST NEW YORK VOCATIONAL TECHNICAL H.S. SOLOMON KANTOWITZ, PRINCIPAL

GUIDANCE DEPARTMENT

FAMILY ASSISTANTS PROGRAM

1. ORIENTATION OF FAMILY ASSISTANTS

   A. Our goal is to help the child develop insightful learning so that he can become a productive member of our society.

   B. Observe counselors and grade advisers while at work at the respective jobs in:

      1. Guidance department
      2. Attendance office
      3. Medical office
      4. Dean's office
      5. Visit shops and classrooms and meet the faculty workers
      6. Visit the cafeteria and talk with the students

2. ISSUANCE OF IDENTIFICATION CARDS

   Cards are typed in English and Spanish and then encased in plastic covers.

3. BRIEFING THE FAMILY ASSISTANTS ON THE PROPER APPROACH TO THE HOMES THEY VISIT

   a. If the family has a telephone, Mr. _____ will call and arrange for an appointment.

   b. When you visit the home be friendly and courteous. Show your identification card immediately.

   c. Many families are on welfare and look upon all strangers as snoopers.

   d. Make parents feel that your visit is one of concern not only for the students but for the parent and community as a whole.

   e. Be a friend, not an investigator.

   f. When necessary, a Spanish-speaking worker should make the visit.

   g. Families must understand that any information they divulge will be kept in strict confidence.

   h. Family Assistants will be briefed by Mr._____ before a visit is made (see Form A).

FAMILY ASSISTANTS PROGRAM (cont'd) ---------- p. 2

i. Don't probe or try to act as a professional social worker. Let the family know that you will carry back to the school any information they care to offer and that our counselors will try to make any and all necessary adjustments.

j. Above all, the family must be made to understand that you are not there to change the world but to help the child.

k. Advise the family that if they need any community help, the school will advise them.

l. When you return to school report to Mr. _____ who will make the necessary entries on the log (Form B).

4. WHAT IS DONE WITH THE FAMILY ASSISTANT'S REPORT

a. Mr. _____ will turn over the report to the Guidance Department. They in turn will counsel the youngster on an on-going basis and give their recommendations to all interested parties. Where necessary, a conference of all interested parties will be held.

b. Recommendations may be made to community agencies dealing with mental and/or physical health, welfare, employment and family counseling.

c. A change of program may be authorized if it best suits the needs of the student.

5. Family Assistants' reports will be filed either in confidential files or cumulative folders. A brief note to that effect will be noted on the permanent record.

6. A letter will be sent to the parents of homes visited, thanking them for receiving our Family Assistants and assuring them that we shall do everything possible to help the youngster and, if necessary, the family as well. Letters will be written in Spanish where necessary.

7. The entire program will be activated by Mr. _____, our School-Community Worker.

APPROVED: SOLOMON KANTOWITZ, PRINCIPAL B. BUTNER, COUNSELOR

BB:SK:fh
12/2/70

G 87

EAST NEW YORK VOCATIONAL TECHNICAL HIGH SCHOOL
SOLOMON KANTOWITZ PRINCIPAL

FAMILY WORKERS' LOG

STUDENT LAST NAME, FIRST	TIME	CLASS	DATE	NAME OF FAMILY WORKER	NAMES OF FAMILY MEMBERS INTERVIEWED

EAST NEW YORK VOCATIONAL TECHNICAL HIGH SCHOOL
1 Wells Street Brooklyn, New York 11208
SOLOMON KANTOWITZ PRINCIPAL

TO: _____ DATE _____
SUBJECT TEACHER

FROM: GUIDANCE DEPARTMENT

One of our family assistants will be visiting the family of

_____ _____. We want to give them a complete
Student's Name Class

picture of this student's record. To this end, we ask for your cooperation. Please evaluate the behavior and achievement of this student in your subject class. An immediate reply is necessary because the family assistant will visit the family in the next few days.

_____

_____

_____

Please return this form to Mr. _____'s mail box.

BB:fh

EAST NEW YORK VOCATIONAL TECHNICAL HIGH SCHOOL
1 Wells Street Brooklyn, N. Y. 11208
SOLOMON KANTOWITZ PRINCIPAL

DATE: _____

RE: _____ _____
Student Class

Dear _____:

Thank you for receiving our family assistance worker. Please be assured that working as a team we shall try in every way to make his stay in our school a most satisfying one.

If you wish to get in touch with us at any time we shall be ready to help.

Yours truly,

_____
Family Assistance Coordinator

APPROVED: SOLOMON KANTOWITZ
PRINCIPAL

SK:BB:fh
12/11/70

WILLIAM H. MAXWELL VOCATIONAL HIGH SCHOOL
145 Pennsylvania Avenue, Brooklyn, New York 11207
Murry Weinman, Principal

November 1970

TO ALL FAMILY ASSISTANTS
Ladies:

Welcome to Maxwell!

The attached summary describes the School Home Contact Program. It outlines the aims and objectives of the program in which you are to be involved.

In addition to providing with you with this brief outline, you will also be afforded a variety of training experiences including conferences with school staff members, formal orientation sessions arranged by the Assistant Principal and an assortment of school materials. These will acquaint you with the aims of our overall school program so that you will be better equipped to function on a knowledgeable basis when you speak to parents.

You are now a part of Maxwell and I trust that in the weeks ahead, you will develop the pride in our school program which our students and teachers share.

Sincerely yours,

Murry Weinman
Principal

MW:MML:BS

WILLIAM H. MAXWELL VOCATIONAL HIGH SCHOOL
145 Pennsylvania Avenue, Brooklyn, New York 11207
Murry Weinman, Principal

November 1970

SCHOOL-HOME CONTACT PROGRAM

A. Project Aims

To send Family Assistants* who are familiar with the community, into the homes of students who show serious problems in school adjustment or achievement.

1. Objectives for Students

1.1 Reduce absenteeism
1.2 Reduce tardiness
1.3 Reduce failure
1.4 Improve attitudes towards school (reduce vandalism, disruptive behavior, improve study-habits)
1.5 Reduce the number of dropouts

2. Objectives for Parents

2.1 To bridge the gap between school and home.
2.2 To stimulate greater rapport between home and school by providing a greater flow of information to the parents: homework requirements, academic and vocational offerings, graduation requirements, etc.
2.3 It is to be hoped that an informal knowledgeable parent will then be better equipped to cope with the problem of his child.

3. Objectives for School

It is expected that the greater flow of information on family background, as reported back to the school by the F. A., will be a most valuable aid in the guidance of the pupil by the school.

B. Paraprofessional Activities

To be supervised by the Assistant Principal.

1. There will be a series of orientation sessions which will include the following:

1.1 Dean's description of his duties - examples of typical disciplinary problems - methods used in their handling.

1.2 Attendance teacher's description of typical attendance problems, techniques used in telephone conversations and home visits.

1.3 Guidance Counselor - typical problems - ways of gaining parental

cooperation - what information to seek when F. A. visits home.

2. Routines will be established for the free flow of communication among administration, school staff, and Family Assistants.

3. Since the F. A.'s who go into the homes are community residents, it is hoped that they will establish excellent rapport with the parents for the ultimate benefit of the pupils. The students may identify with these adults and thus be motivated to seek self-improvement.

   3.1 The F.A. confers with the member of the staff who is making the referral (Dean, Attendance Teacher, etc.). He then gathers all pertinent information: background, records, etc.

   3.2 Appointment is set up with parent to visit home, either during the day or in the evening.

   3.3 He confers with the parents and the child. The F.A. can answer many questions involving the needs of the student - i.e., homework, lunch money, clothing, etc. He can help to increase parental rapport with the school -- membership in P.T.A., etc.

   3.4 The F.A. reports the results of his home visits to appropriate personnel. He may suggest adjustments or measures to be employed that would benefit the progress of the pupil.

   3.5 He revisits homes to keep parents appraised of children's progress.

C. <u>Student Activities</u>

   1. Students will be identified for referral by school personnel.

   2. Criteria to be used for referral are:
      2.1 Chronic absenteeism
      2.2 Reading retardation of one or more years below grade level
      2.3 Failure in three or more major subjects
      2.4 Anti-social or disruptive behavior

   3. Meetings between students and F.A.'s will take place in school on a one-to-one basis. They will be aimed at discovering the causes for the student's unsatisfactory progress, and at finding ways to correct these deficiencies. Students, as previously mentioned, will also be seen by F.A.'s at home.

   4. Referrals - On the basis of all information gleaned both from the home and from F.A. - student conferences, appropriate referrals will be made to the agency thus indicated: psychiatric, social, medical, vocational educational, or Bureau of Child Guidance.

   It is expected that the role of the Family Assistant will be a significant adjunct to the school in its efforts to achieve greater success with students who show serious problems in school attendance, adjustment, or achievement.

* hereafter identified as F.A.

WILLIAM H. MAXWELL VOCATIONAL HIGH SCHOOL
145 Pennsylvania Avenue, Brooklyn, New York 11207
Murry Weinman, Principal

October 27, 1970

TO ALL MEMBERS OF THE STAFF

Ladies and Gentlemen:

Subject: School Home Contact (State Urban Education Program)

We have been successful in getting our school a federally-funded School Home Contact Program. This program provides our school with four positions of Family Workers or Family Assistants.

The program will operate through June 20, 1971. The primary purpose of the program is to send paraprofessional workers who are familiar with the community into the homes of students who reflect serious problems in school attendance, adjustment, or achievement. It is hoped that this program will help to establish rapport between the school and the parents.

If you know of anyone who would be qualified and would be interested in performing the work of a Family Assistant, please inform Miss Lucchino as promptly as possible. The program includes provision for orientation and training of the Family Worker or Family Assistant.

Time: Five hours a day for 170 days

Salary Range: From $2.50 - $3.00 an hour depending upon High School Education, College Education, and previous experience in this type of work.

Carfare for home visits is allowable up to 90¢ a day.

We are anxious to get this program underway as soon as possible.

Your cooperation is most important and appreciated.

Murry Weinman
Principal

MW:LZ

WILLIAM H. MAXWELL VOCATIONAL HIGH SCHOOL
145 Pennsylvania Avenue, Brooklyn, New York 11207
Murry Weinman, Principal

Date_____

Dear _____:

It is important that we have a conference concerning your daughter _____, of class _____, with regard to the problem of _____
_____.

We have made several unsuccessful attempts to contact you by mail and by a personal visit to your home.

Please call the _____ office, 345-9100, between 10:00 a.m. and 3:00 p.m. to arrange for a suitable time for our conference. This conference may be held in school or at your home.

Your prompt response will be appreciated.

Yours truly,

_____
Family Worker

Approved: Marion M. Lucchino
Assistant Principal

FOREST HILLS HIGH SCHOOL
Paul Balser, Principal

November 5, 1970

TO ALL GUIDANCE COUNSELORS:

Our school has been granted permission to institute a School-Home Contact program. Under the terms of the program we have hired 5 para-professionals who are familiar with the South Ozone Park community, to visit the homes of students who show problems in school adjustment or achievement.

The role of the guidance counselors in this project will be explained in detail at the next meeting of the guidance department. However, for the present, we would like to have each guidance counselor submit the names of several students in need of this service.

Please let me have the NAME, SECTION, ADDRESS, and REASON FOR REFERRAL of at least 3 students by tomorrow Friday, November 6. Reason for referral may include one of the following: 1) Excessive absence or cutting; 2) Excessive failures; 3) Behavior problems; or a combination of any of them.

After that, screen students in your sections and compile a list of additional students for future referrals.

Joseph Tuzza
Assistant Principal

P. S. Referral forms will be distributed to you Friday.

SCHOOL - HOME CONTACT

ORIENTATION SESSION I

Monday, November 9, 1970
10:00 a.m.

AIMS AND OBJECTIVES OF PROGRAM

AGENDA

I. Mr. Balser, Principal

Welcome
Introductions (Paraprofessionals and Staff)
Aims and Objectives of Program
Ladder of Referrals

II. Mrs. Fischer, Coordinator

How to examine Referral form
How to make contacts and appointments
What to say to parents
Ways of enlisting the cooperation of parents
Type of information that should be entered on report

III. Mr. Tuzza

Distribution of forms
- Copies of objectives of program
- F.H.H.S. Guide
- Counseling Directory and assignments
- Referral cases for 1st assignment

Processing of paraprofessionals for payroll
- Payroll information - rate of pay
- Transportation allowances
- Daily work schedules
- How to record time - time sheets

FOREST HILLS HIGH SCHOOL
Paul Balser, Principal

SCHOOL - HOME CONTACT PROGRAM

ORIENTATION SESSION II
Thursday, November 12, 1970, 10 a.m.

A G E N D A

I. Discussion of experiences encountered on first visits.

II. Review of reports prepared on these visits.
Type of information to be entered.

III. Assignment of additional caseloads.

IV. Distribution of forms.

A. Time Sheets
B. Folders and envelopes to store circulars and instructions
C. Identification cards

V. Information regarding payroll procedures.

A. Time sheets to keep record of hours worked - visits to homes
B. Payroll periods
Payroll period begins Thursday
Payroll period ends Wednesday
On a weekly basis

C. School visits - Mondays and Wednesdays 10:00 - 12:00
D. Checks distributed every other Wednesday

VI. Miscellaneous information:

A. Parent-Teacher interviews
Thursday November 12, 1:30 - 3:30 p.m.
Tuesday November 17, 7:00 - 9:30 p.m.

B. Preparation of Option Cards

Thursday and Friday, November 12 and 13

C. Homework Assistance program

D. Tutorial services

E. Co-Op Program

Joseph Tuzza
Assistant Principal

FOREST HILLS HIGH SCHOOL
Paul Balser, Principal

November 12, 1970

AIMS AND OBJECTIVES OF SCHOOL - HOME CONTACT PROGRAM

The primary objectives of the School-Home Contact Program is to bridge the gap between school and home. The aim is to improve the school work and attitudes of youngsters whose work and behavior are not satisfactory and to establish good rapport between the school and home.

The Family Assistants visit the homes of pupils. Pupils are referred by the administration, through guidance counselors, on the recommendation of the attendance staff, guidance personnel, deans and teachers.

The Family Assistants may talk over the cases whenever additional pertinent data is necessary. They may check attendance records for dates, phone numbers and addresses. They are advised to call the home for an appointment before making a visit and then go to the home to confer with parents. They may confer with the pupil at the same time and they may revisit the homes of pupils they have been working with to keep parents apprised of the progress of their children. If caseloads permit, they may later visit homes of students doing well in school in order to give parents a progress report and to establish contacts with parents of all our students in South Ozone Park.

Since the Family Assistants who go into the homes are community residents, they may be expected to establish excellent rapport with the parents for the benefit of the pupils. The students may identify with these adults and thus be motivated to improve. It is hoped that the relationship with parents and pupils will improve school adjustment and reduce the number of school failures and dropouts.

The Family Assistants report relevant information to school personnel and try to get needed help, based on their findings, to meet the special needs of these students.

Joseph Tuzza
Assistant Principal

FOREST HILLS HIGH SCHOOL
Paul Balser, Principal

December 1970

REFERRAL AGENCIES
for
HOME CONTACT FAMILY ASSISTANTS

For Spanish-speaking:

1.	ASPIRA	1974 Broadway, NYC	874-3936 (None in Jamaica)
2.	"	161 Remsen Street, Bklyn.	855-7010

FAMILY AGENCIES

1.	Catholic Charities	93-26 Union Hall St.	RE 9-2675
2.	Salvation Army Family Service	90-23 - 161st Street, Jam.	JA 6-2746
3.	Youth Consultation Service	155-28 Jamaica Ave., Jam.	AX 1-9330
4.	Family Court	105-34 Union Hall St.	JA 6-2545
5.	Society for Prevention of Cruely to Children	105-16 Union Hall St.	JA 6-0722

JOB COUNSELING, TUTORING, etc.

1.	Jamaica Vocational High School - Auxiliary Services	162-02 Hillside Ave., Jamaica	
2.	Y.M.C.A.	89-25 Parsons Blvd.	RE 9-6600
3.	Vocational Foundation	353 Park Avenue South, N.Y.C.	889-1550
4.	Youth Opportunities Center	91-14 Merrick Blvd.	291-4646
5.	Regional Manpower Center	158-01 South Road	297-7000

PSYCHIATRIC HELP emotional problems, drugs, etc.

1.	Hillside Hospital	75-59 - 263rd Street, Glen Oaks	FI 3-7800 Ext. 282
2.	Big Sisters	92-32 Union Hall St., Jamaica	OL 8-1788
3.	Catholic Charities Guidance Clinic	93-32 Union Hall St., Jamaica, Room 400	OL 7-2400
4.	Queens Hospital Center Mental Hygiene Clinic	82-68 - 164th Street, Jamaica	JA 6-8600
5.	Jamaica Hospital Mental Hygiene Clinic	Van Wyck Blvd. & 89th Ave., Jamaica	JA 6-7500
6.	Out-Patient Agency South Jamaica Community Center	106-60 - 150th Street, Jam.	739-6006

FOREST HILLS HIGH SCHOOL
Paul Balser, Principal

HOME CONTACT RECORD

NAME _____ SECTION _____ ROOM _____

ADDRESS _____ PHONE NO. _____

DATE OF BIRTH _____ Guidance Counselor _____

REASON FOR REFERRAL

(Give Details)

_____ EXCESSIVE ABSENCE OR LATENESS

_____ CUTTING

_____ HOMEWORK - STUDY HABITS

_____ EXCESSIVE FAILURES

_____ OTHER

Referred by _____

REPORT OF CONTACT

DATE _____ Person Seen _____

DETAILS OF INTERVIEW

(Over)

APPENDIX E

BRIEF PROGRAM DESCRIPTIONS: 18 HIGH SCHOOLS

As in the case of the staff perceptions of the weaknesses and strengths of their individual programs reported in Appendix B, the structure of each high school's School-Home Contact Program is in flux. The following descriptions were obtained by the evaluation staff from numerous on-site interviews with school personnel between January and May 1971. They are offered to show the range of program structures possible rather than to assess the adequacy of any given high school program.

Each high school may find that the description no longer applies just as was the case for staff perceptions obtained during the school year. The utility of these descriptions for the individual high schools may be that they provide a frame of reference against which to characterize more adequately current structures. As is apparent from reading the following descriptions some were more formally specified and therefore easier to describe. For other schools the evaluation staff had a more difficult time in ascertaining the tasks engaged in by all of the personnel. Sometimes conflicting statements were obtained from personnel in the same school in which every attempt was made to prevent a confrontation between staff by not informing them of a conflict in their views. Our task was to observe and not to administer.

The utility of individual school descriptions for the evaluation staff is that they provided a sense of the context within which the program being evaluated functions. For example, schools which serve city-wide populations more than others, obviously cannot make the same extensiveness of home contact as can schools which primarily service neighborhoods. The value of obtaining 18 program descriptions from school personnel also provided the evaluation staff with a more comprehensive perspective of the activitities of the total School-Home Contact Program.

Forest Hills High School

5 Family Assistants

Each of the 5 Family Assistants is assigned to 3 guidance counselors or grade advisors. There are 2 full-time counselors and 13 grade advisors. One person from each group of counselors receives referrals from the other two and gives referrals to the guidance coordinator. The deans also give referrals to the guidance coordinator, who in turn gives the referrals to the coordinator of Family Assistants who then distributes them among the other Family Assistants. Family Assistants are always in school Tuesday and Thursday and make visits on the other days, evenings and weekends. They made 1 to 15 visits a week each. They also make a lot of telephone calls for appointments and to see if parents are receptive to visits. Besides referrals, they go through report cards and make visits to those parents whose children have not handed them in or not picked them up. They also make visits to students

who have not returned library books. They go to homes to pick up the books. They speak with the person who made the referral before and after the visit. They also know where all information about the students are located. They tell parents about programs in school and suggest community agencies for outside help, i.e. drug rehabilitation agencies. (They have a list of agencies on hand.) They speak to parent and student together at home and also speak with student in school. The Family Assistants may make several visits to the family. If they have time, they also bring positive progress reports to the family.

Boys High School

4 Family Assistants

The Family Assistants focus on cutting, failing, chronic lateness and discipline problems. They do not deal with attendance problems. There was an attendance Task Force during the first term. Referrals are made by the cutting coordinator (teachers made referrals to him), dean, guidance counselors, and assistant principal. The four Family Assistants work together, receive referrals and divide visits among themselves. Most of the referrals came from the cutting coordinator. The cutting coordinator receives referrals from teachers for failing and/or cutting. Another major source of referrals is from the dean. The Family Assistants are supposed to keep track of follow-up activities. When parents come to school, the Family Assistant is supposed to sit in on parent-faculty conference. The Family Assistants do not tend to have formal contacts with students.

Julia Richmond High School

13 Family Assistants

Two Family Assistants work in school full-time as coordinators of the program. Five Family Assistants work for the attendance teacher. One Family Assistant works in Julia Richmond annex. One Family Assistant does attendance clerical work. Four Family Assistants work for the guidance counselor.

The Family Assistants who work as coordinators do not make hom visits. They give the referrals to the Family Assistants and keep records. They look up information for the referrals, go through records, and hunt up addresses, etc.

If a student has been absent for five days the coordinators qive the five Family Assistants who work for the attendance teacher a referral card on the student. Most of the referrals are received from coordinators (looking through roll books). About 10-20% are received directly from the attendance officer. The Family Assistants in the attendance office make about five home visits each per day (a rule set by the attendance

officer) and do not do follow-up. The attendance officer contacts the follow-up. The results of the initial visits by the Family Assistants with parents or students are also provided to the attendance teacher.

The one Family Assistant who works in the annex (the annex includes all 9th graders) conducts visits for those students. There is one who does only clerical work for the attendance office. This consists mostly of sending postcards to parents. This Family Assistant does not make home visits. She goes through record books independently. This Family Assistant feels that this procedure has been effective in getting parents into school. She does not make phone calls.

The four Family Assistants who work for the guidance counselor are involved in a preventive program for Grade 9 students. The four Family Assistants have a specific caseload of grade 9 students and visit the parents of all of them, usually more than once routinely. Before each visit, they look up student's records and attendance. They follow up on students they have visited and make another visit if any problem occurs. They make visits to bring good news, i.e. improvement of a student. During their initial visits with the parent they tell them about school, e.g., who their child's guidance counselor is and how to get in to see him, programs available in school, PTA meetings, when report cards are due, etc. If a student does not pick up his report card, the Family Assistants bring it to the parent. These four Family Assistants also go out in pairs, each pair making six visits per day. Usually they go to same neighborhood together and then split up. The Family Assistants at Julia Richmond do not tend to have any formal contact with students. Their work is aimed at contact with parents. However, they have gotten to know students informally and often meet them during home visits. Occasionaly some students go direct y to the Family Assistants to discuss problems.

Francis Lewis

4 Family Assistants

The four Family Assistants receive their referrals from the head of guidance and coordinator of the program. Before a visit is made the Family Assistants thoroughly research the case and some see all people who have had contact with the student. One Family Assistant indicated that he tries to get any information off school records that may improve his communication with the student, e.g. a teacher's comment about the students' interests. Another Family Assistant indicated that he makes a photostat of students' records and even makes a copy of complaint slips from the dean's office. The Family Assistants appear to have a lot of contact with students and are allowed to get them from class for conferences. Family Assistants vary in their work hours. They come in at different times and make visits according to their own schedules. They make visits in evenings and on weekends. Most Family Assistants do not discuss their cases with persons who make referral prior to or subsequent to the visit, but rather give them a copy of the report of home visit sent to the coordinator. The dean, guidance counselor and

assistant principal make referrals to the coordinator who in turn gives them to the Family Assistants. Most of the Family Assistants' work, however, involves contacting all students on the mandatory failure list. The list comprises all students who fail all their subjects automatically because of excessive absences. The majority of these students are truants but do go to some classes occasionally.

Martin Van Buren

4 Family Assistants

Referrals are made to the Family Assistants by the coordinator of the program. Referrals are made to the coordinator by the guidance staff, the grade 9 coordinator, dean, attendance coordinator and lateness coordinator. The grade 9 coordinator is a major source of referrals. The coordinator of the program also often has a school aide go through the roll books for cases to refer to the Family Assistants. Family Assistants come into the school once a week on a rotating basis. During that day, the Family Assistants will receive referrals, see students and do follow-up on their clients. The Family Assistants are required to check report cards at the end of each marking period for all their clients and also check the permanent record cards. The Family Assistants bring the scholastic records to the homes of clients even if the case involves an emotional problem. In many instances, the record provides a means for communication with the parents. The Family Assistants send a written report of their visit back to the person who made the referral. The maximum visits per day for a Family Assistant tends to be about 2. Each Family Assistant makes about 1 visit a day and spends 1 day a week in school.

John Bowne High School

5 Family Assistants

Referrals are made to the coordinator of the program from the school staff. The coordinator reviews the referrals to eliminate any duplication. The referrals then go to the supervisor of the Family Assistants, the chairman of the grade advisors. He acts as an informational source since he has access to the files of all the grade advisors. He checks the attendance book for address and phone number and adds any relevant information. He then gives the referrals to the Family Assistants. The Family Assistants call the parents, if they have a phone, to arrange visits. They check with either the attendance coordinator, dean or grade advisor, depending on the problem, for further information. They also see the person who made the referral prior to the visit. After a visit they send a written report of the home visit to the coordinator of the program. The coordinator keeps a central file and sends a copy of the report to the person who made the referral. The Family Assistants make about two or three visits a day. Contact with the students is informal and not part of the formal structure of the program.

Canarsie High School

6 Family Assistants

The Family Assistants receive referrals from five guidance counselors, and occasionally from the dean. All referrals are given to one of the Family Assistants who then distributes them among the other Family Assistants. The Family Assistants make visits in teams of two. Referrals are given to each team according to the ethnic and racial background of the Family Assistants and the families to be visited. Two of the black Family Assistants visit a specific black community. Two other black Family Assistants, one of which is Spanish-speaking, visit black and Puerto Rican families. The two white Family Assistants visit the white community.

The coordinator of guidance, and of the program, keeps a record of the home visits in a central file. The coordinator also keeps a record of the visits that are to be made each day so that she can contact a Family Assistant in the field.

The Family Assistants make an appointment for a home visit by telephone or by sending a letter. Before each visit, they look up the student's record and attendance, and contact the person who made the referral. They also check with the attendance teacher to avoid duplication of efforts. They make visits during the week, on weekends and holidays, and telephone in the evening from their homes. Family Assistants follow up on students subsequent to the home visit by checking attendance and contacting them in school.

When guidance counselors are too busy to make referrals, the Family Assistants go through the counselor's ledgers to find students who may be in need of a home visit. They then check these referrals with the guidance counselor.. They also send letters and make visits to the parents of students who have failed two or more subjects or have not picked up their report cards.

Prospect Heights

4 Family Assistants

One Family Assistant works for the attendance coordinator, two Family Assistants work for the two full-time guidance counselors. One Family Assistant works for the deans. Each Family Assistant receives referrals directly from the person(s) they work with and report back to that person after a home visit is made. Each Family Assistant keep her own file and there is also a central file in the administrative assistant's office. The Family Assistant who works in the dean's office has extensive contact with students. Contact with students by the other Family Assistants is informal and not part of the structure of this activity. The Family Assistant who works for one of the guidance counselors visits the attendance office and dean's office prior to a visit in order to

bring to the parent relevant information about the student. All Family Assistants are in the field an average of three days a week and in school the other two days, making an average of 3-4 visits per day. They also make home visits in the evenings and on weekends, and telephone parents from their homes.

Samuel Gompers

4 Family Assistants

Two Family Assistants work in the attendance office. One Family Assistant works for the narcotics coordinator. One Family Assistant works as an educational assistant from 9:00-12:00 in a modified classroom program, a program for 15-20 students who are not yet able to cope with a full-time program. In the afternoon, he works with guidance counselors.

The two Family Assistants who work in the attendance office receive referrals from the attendance teachers. They also go through the attendance book to get their own referrals. They make home visits together, about 6 per day. If a parent comes to school as a result of the visit, the parent sees the student's grade advisor.

The Family Assistant who works for the narcotics coordinator receives referrals from him. He makes about 5-10 visits a week. He also assists the narcotics coordinator in a drug course for 18 drug-addicted students. In the course, his role is to act as a supportive figure for the students. This contact with students in the school is extensive. He also takes students to hospitals in emergency situations.

The Family Assistant who assists in the modified classroom give remedial instruction in reading and mathematics. In the afternoon, he receives referrals from guidance counselors. He telephones or sends letters to the parents of these students in order to get the parent to come into school. If the parent does not come to the school, he makes a home visit. He makes on the average two visits a day and about 20 phone calls a week.

George Wingate

4 Family Assistants

Each Family Assistant is assigned to 1 full-time guidance counselor and to 2-3 grade advisors. Each full-time counselor has a caseload of about 100 clients, and can refer any number of their clients to their Family Assistants. These clients represent the students most in need of attention. Each grade advisor is only permitted 10 referrals to Family Assistants. In addition, after each marking period the Family Assistants send letters to the parents of every student in the school who has failed two or more subjects. They also try to visit the homes of their students. Family Assistants have extensive contact with students. They follow up on students' school adjustment after a home visit is made.

Franklin Lane

7 Family Assistants

Franklin Lane was assigned 9 Family Assistants. Two of their Family Assistants left the program, so they now have 7. 1 Family Assistant works for attendance personnel, 1 Family Assistant works for the Dean of Boys. 4 Family Assistants work for the cutting coordinator. 1 Family Assistant works for 5 guidance counselors.

The Family Assistant who works for attendance personnel, receives most of her referrals from the attendance teacher, and makes 8-9 visits a day. The goal of the visit is to inform parents of their child's absences and to ask the parents to come into school to speak with the attendance teacher. The Family Assistant's follow-up activity consists of a revisit to parents who have not come into school. Her only contact with students is an occasional meeting during home visits.

The 4 Family Assistants who work for the cutting coordinator receive referrals from him and find their own referrals by going through the cutting files and cards. They are out in the field 2 days a week, making on the average of 3-6 visits a day. During the three days that they are in school, they get referrals and speak with students. The Family Assistants always speak with the student before a visit is made in order to give the student a chance to emend his behavior. If the student's behavior does not improve, a visit is made. When a home visit is made, the Family Assistants bring the parents a directory of community agencies, an information sheet about the offices at the school, a student handbook, and the student's school grades. After the parent and student are interviewed, the case is reviewed. The student is then referred to either his guidance counselor's grade advisor or to the TUM or COOP program at the school.

The Family Assistant who works for the Dean of Boys makes a home visit if the Dean is unable to contact the parent. The goal of the visit is to inform the parent of the general nature of the problem and to ask the parent to come into school to speak with the Dean. The Family Assistant is bilingual and helps the Dean with translation. Contact with students is not a formal aspect of the Family Assistant's activities, but he has established rapport with several students.

The Family Assistant who works for the 5 guidance counselors makes home visits not on a regular basis, but rather in crisis situations. She makes on the average two visits a week. She acts as translator for the guidance counselors and other school staff. One of her projects was to interview all seniors with a history of excessive absenteeism in order to persuade them to make up credits needed for graduation. Her other activities involve escorting students to clinics, making apointments with parents to visit guidance counselors, contacting community agencies, and doing clerical work, i.e. preparing lists of students who have failed subjects after each marking period.

At the end of the term, there was a 6 week crash attendance program where all the Family Assistants worked with the attendance personnel. They attempted to visit the parents of most students who had been excessively absent during the school year.

A central file is kept with a guidance counselor who coordinates the program. The central file is checked before each home visit is made. If a parent has already been visited, the Family Assistant consults with the person who made the referral.

Walton High School

4 Family Assistants

The 4 Family Assistants work for and receive referrals from attendance coordinator. The attendance coordinator receives referrals from 17 grade advisors. Most of the referrals are for excessive absenteeism. The Family Assistants make home visits in pairs, each pair having 1 Black and 1 Spanish-speaking Puerto Rican Family Assistant. They first attempt to make an appointment for a home visit by telephone. In addition, they speak with any staff member who may have relevant information about the student in order to bring a complete picture of the student's behavior to the parent. A written report of the home visit is given to the attendance coordinator. During the home visit, the student is told to report to the attendance coordinator the next morning. The student is then referred to his guidance counselor or grade advisor or given an attendance card which must be signed by both his parents and teachers every day. If a student has missed much of his work due to absenteeism he is given the option of having a lighter program in order to encourage him to stay in school. The attendance counselor notes the outcome of the visit and her recommendations on the student's file, which is kept with the student's grade advisor. If a student does not return to school after repeated home visits or if the home address is unknown, the case is given to the attendance teacher.

When a parent comes to the school, the Family Assistant who visited that parent is included in the parent-staff conference.

East N.Y. Vocational & Technical High School

4 Family Assistants

Two Family Assistants are assigned to the attendance coordinator and two Family Assistants are assigned to a guidance counselor in charge of the 4th year students. Most of the faculty submit their referrals to the coordinator of the program or to the attendance coordinator. The Family Assistants receive referrals from both of these staff members. The two Family Assistants who are assigned to the guidance counselor of the 9th year, receive all 9th year student referrals. The other two Family Assistants receive referrals of 10th, 11th,

12th year students. The faculty members are in close communication with one another (population of school is small and offices are located in the same area). As a result, all relevant information about the student is usually composited before reaching the Family Assistants. This reduces clerical activities and permits Family Assistants more time for home visits.

The Family Assistants go out in the field in pairs 4 days a week, making 4-5 visits a day. They spend one day in school to coordinate information and to meet with the person who made the referral. Family Assistants check a file of home visits to see if a visit was already made. If a parent has a phone, they try to make an appointment for a home visit by telephone. Family Assistants are supposed to keep track of follow-up. Contact with students is informal but Family Assistants are establishing some strong relationships with students.

A written report of the home visit is given to the person who made the referral and to the coordinator of the program. The coordinator then gives the report to the guidance department. They in turn will counsel the youngsters on an ongoing basis and give their recommendations to all interested staff members.

William Maxwell Vocational & Technical High School

4 Family Assistants

Two Family Assistants work in the attendance office in conjunction with lateness and cutting coordinator when not in the field and two Family Assistants work for the Dean of Women when not in the field. One of the Family Assistants also works for the job counselor about 80 minutes a day when not in the field and another Family Assistant also works in the Health Office about 80 minutes a day when not in the field. The Family Assistants say that they go out in the field two to three days a week in teams and make about two visits a day. Each Family Assistant makes about fifteen to twenty phone calls a week. The Family Assistant calls the home for appointment and sends letters if family has no telephone. The Family Assistants also make visits on weekends and some telephone calls in the evening.

All referrals are made through coordinator of the program. The coordinator receives referrals mostly from the Dean, the attendance coordinator, and the guidance coordinator. The coordinator gives the Family Assistants who work in the attendance office referrals of that nature. The Family Assistants who work in the dean's office are assigned referrals concerning behavioral problems.

The coordinator also keeps a central file where in addition to recording all visits made by the Family Assistants, she asks the administration to send her a list of students they have seen or have been involved with. This information is also placed in the central file. When a Family Assistant gets a referral, she contacts the person who made the referral to get all information and then goes to the central file

in order to see who else has had contact with the student. In this way the Family Assistant can enrich conversation with the parents and avoid problems of lack of communication between departments. The Family Assistant can see students if possible before visits are made and thereby allay some of the fears of the visit.

Follow-up is mostly under the program coordinator's direction, although she does ask the Family Assistants to keep track of their cases. If a parent comes into school a Family Assistant is present at conferences. If the Family Assistant is not in school when a parent comes in, the Family Assistant is notified of the outcome.

The Dean makes referrals when all other avenues are exhausted, i.e. has met with student and gotten nowhere. She has a Family Assistant call the student's parents at night in order to get the parents into school. This is not always effective, but occasionally this procedure works. The Family Assistant has a conference with the student prior to the home visit and also researches the case. The Family Assistant usually brings a photostat copy of the student's record to the home.

The 2 Family Assistants in the attendance office go through the attendance files and bring to the attention of the attendance teacher cases which should be investigated. Even when a child has left school, the Family Assistant may go to the student's home to tell the student about how to get working papers, or get job counseling at night in the school or prepare for high school equivalency examinations. After a visit, the student may be told to report to the attendance office and given a card which must be signed by teachers and parents each day.

Activities for the job coordinator involve sending authorized information to employers and investigating employment needs of students. Activities in the Health Office include contacting parents of students who are ill and making out health passes.

Central Commercial

2 Full-Time Family Assistants, 6 Part-Time Family Assistants (100 hours of work per week)

The 2 full-time Family Assistants and 2 of the part-time Family Assistants (3 hours a day each) make home visits. Two of the part-time Family Assistants (1 hour per day each) act as coordinators. The other 2 part-time workers (1 hour per day each) telephone parents in the evening and have no contact with the program other than feedback to the other Family Assistants. The 2 coordinators meet with the other Family Assistants each day from 12:30-1:30. At this time, they distribute referrals, receive copies of written reports of home visits, and keep a file of home visits. In addition, the coordinators speak with students, i.e. remind them of necessary credits, and act as interpreters for Spanish-speaking parents who come to the school. The 4 Family Assistants who make home visits receive referrals from the attendance

coordinator, attendance teacher and the 2 coordinators. The deans and guidance counselors also make referrals. The four Family Assistants meet with the attendance coordinator and attendance teacher at a designated time to receive referrals and to discuss cases.

The emphasis of the program is extensive contact with students in the school. Two of the Family Assistants meet with students referred to them to discuss the student's problem and to give the student the chance to improve his behavior before a visit is made to the home. The Family Assistants follow up on their clients by checking attendance and meeting with the students in the school. The 2 part-time Family Assistants (3 hours a day) make about 2 home visits a day and also follow up on their clients. Since they are school-aides for 5 hours a day (patrolling halls, etc.) they are able to get to know a large number of students. The Family Assistants and the attendance coordinator feel that contact with students in the school is probably more important than home contact.

James Monroe

6 Family Assistants

Two Family Assistants work in the attendance office when not in the field. One Family Assistant works for the boys' dean and one other the girls' dean when not in the field. One Family Assistant works in the girls' infirmary and another works in the boys' infirmary.

The four Family Assistants who work in the attendance and dean's offices make home visits and work closely together. They go out in the field 3 days a week in pairs, each pair having one White and one Black Family Assistant.. They receive referrals from the deans, the attendance teacher, guidance counselors and teachers. The Family Assistants who work in the attendance office also get their own referrals by going through the attendance book. These referrals and referrals from the dean are the major source. They divide the referrals among themselves and each keeps a record of his visit. There is no central file. If a parent has a phone, they telephone for an appointment. The information that they bring to the parent is the student's attendance and/or cutting record. One of the goals of the visit is to get the parent to come to school to speak with the student's guidance counselor or dean. After a parent has come to school, any follow-up becomes the responsibility of the person who made the referral. The Family Assistants are not informed as to the outcome of the case. Although follow-up is not part of the Family Assistants' activities, they do follow up informally by checking the student's attendance. Two other paraprofessionals telephone parents in the evening at the school and relay this information to the Family Assistants. The Family Assistants do not tend to have formal contact with students. Their work is aimed at contact with parents. However, they have gotten to know students informally and sometimes have established close relationships with students. When a parent comes to school, the Family Assistants do not sit in on parent-faculty conferences. When the 2 Family Assistants who work for the dean are in school, they send cutting cards to parents and telephone parents.

The 2 Family Assistants who work in the girls' and boys' infirmaries seldom make home visits. Their activities include calling parents of students who are ill, checking attendance in gym class and checking to see that all students have had a dental and physical exam. If a student has not had the required exam, they contact the parent by telephone and inform the parent of community health services.

If they cannot contact a parent by telephone, they may refer the case to the other Family Assistants.

Haaren High School

9 Family Assistants

Haaren High School was assigned 10 Family Assistants. Two of the ten Family Assistants left the program, and only one of these was replaced. 4 Family Assistants work in the attendance office, 2 in the cutting office, 1 in the record office, 1 in the dean's office, and 1 in the office of the coordinator of the program.

The Family Assistants who work in the cutting, record and attendance offices report each morning to the school secretary. She keeps a record of their attendance and assigns them to their duties for the day. They spend 2-3 days in the offices they are assigned to. The 4 Family Assistants who work in the cutting office do not make home visits. They inform parents of their child's behavior by telephone. The 2 Family Assistants who work in the attendance office receive referrals from the attendance coordinator and the attendance teacher and make home visits on the average of 2-3 days a week. The days that they are not assigned to the cutting, record or attendance offices, they are assigned to the program coordinator's office or to a special school project. Their activities in the program coordinator's office include addressing and putting stamps on envelopes, checking record cards for missing grades, delivering papers to mailboxes, circulating materials to the different offices and doing other general office work directed towards parent contact. Some examples of special school projects are recording reading grades, missing report card grades, and recording student's name and class on report cards.

The Family Assistant who works in the dean's office covers the office when the dean has to leave the office in case of emergencies. When a student has to go to the hospital, the Family Assistant escorts him, signs the necessary papers and writes up a medical report. He makes 1-3 phone calls a day to inform parents about disciplinary and/or cuting and absenteeism problems. Most of the time, parents come into school as a result of phone calls. If a parent cannot come in, he will make a home visit. He speaks Spanish and sometimes acts as an interpreter for other Family Assistants or school staff.

The Family Assistant who works for the coordinator does mostly office work such as: sending letters to parents for open school day; sending report cards to parents; filling out program cards; sending letters

to other schools describing activities at Haaren; sending letters to the parents of students who have failed 3 or more subjects; working in other offices on special project; and speaking to about 6-7 parents a day who call the school.

Thomas Jefferson

4 Family Assistants

There havebeen hiring difficulties at Thomas Jefferson. Three of the Family Assistants were fired because of their failure to do their job effectively. Three new Family Assistants were hired in the spring, but the coordinator is having a problem with two of them. One other Family Assistant, who has been with the program from the beginning and is the coordinator of the other Family Assistants, has stopped making home visits. She has become afraid of the neighborhoods.

The coordinator feels burdened by the additional work of finding new workers and training them. The coordinator is considering revising the structure of the program so that one person is not overloaded with the job.

In the present structure, referrals are made mostly by the grade advisors to the coordinator of the program. Some referrals are also made by guidance counselors and by the Coordinator of English As A Second Language Program. Family Assistants receive referrals from the coordinator of the program. The Family Assistants give a copy of the written report of the home visit to the person who made the referral and to the coordinator of the program. The attendance staff does not make referrals because there has has been an attendance task force working at the school.

SCHOOL-HOME CONTACT PROGRAM

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